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ABSTRACT

Australia's Curriculum Development Centre was established by statute in 1975 in order to provide assistance at the national level to groups engaged in curriculum formation. The Centre's activities include the design, production, testing, and dissemination of educational materials and techniques; the evaluative study of school practice and organization; the provision of assistance in curriculum formation to schools and teachers; the study of the theory, practice, and effects of curriculum change; and the development of methods for involving students, parents, and the community in curriculum formation. In order to manage these activities adequately, the Centre divided its program into four subprograms: Field Services, providing ideas, information, and services to outside groups; Studies and Inquiries, incorporating research and evaluation activities; Development Areas, including projects for development of curricular materials and processes in Aboriginal education, arts education, career education, visual and verbal communications, cultural and social education, health, physical education, and recreation, international and intercultural education, science, mathematics and technology, and special education, among others; and Publications. This report, the first annual review and updating of the Centre's triennial program under a planning, programming, budgeting, and evaluation system, describes the Centre's current and planned activities and administration. (Author/PGD)

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Curriculum Development Centre

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TRIENNIAL PROGRAM 1978–80

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curriculum development for australian schools

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FOREWORD

In March 1977 the Centre published its first triennial program, *New Directions in Curriculum Development with an Emphasis on Lower Secondary Schooling* This report outlined the Centre's intentions for development work for the period 1977-79 and it has provided the framework of operation during the past year.

We are now issuing the first annual review and updating of the triennial plan in which we forecast developments for 1978-80.

Although the Centre's current emphasis on lower secondary curriculum is being maintained, we intend progressively over the triennium to extend the scope of activities to encompass primary, upper secondary, technical and further education.

This is not a new departure but a natural extension of present activities to meet major needs in these areas of education. The Centre has demonstrated its capacity to serve selected curriculum needs of systems and institutions and at the lower secondary level and is now responding to very reasonable demands for a widening of the scope of its program. The functions defined for the Centre in the Curriculum Development Centre Act (1975) presuppose activity at all levels of schooling.

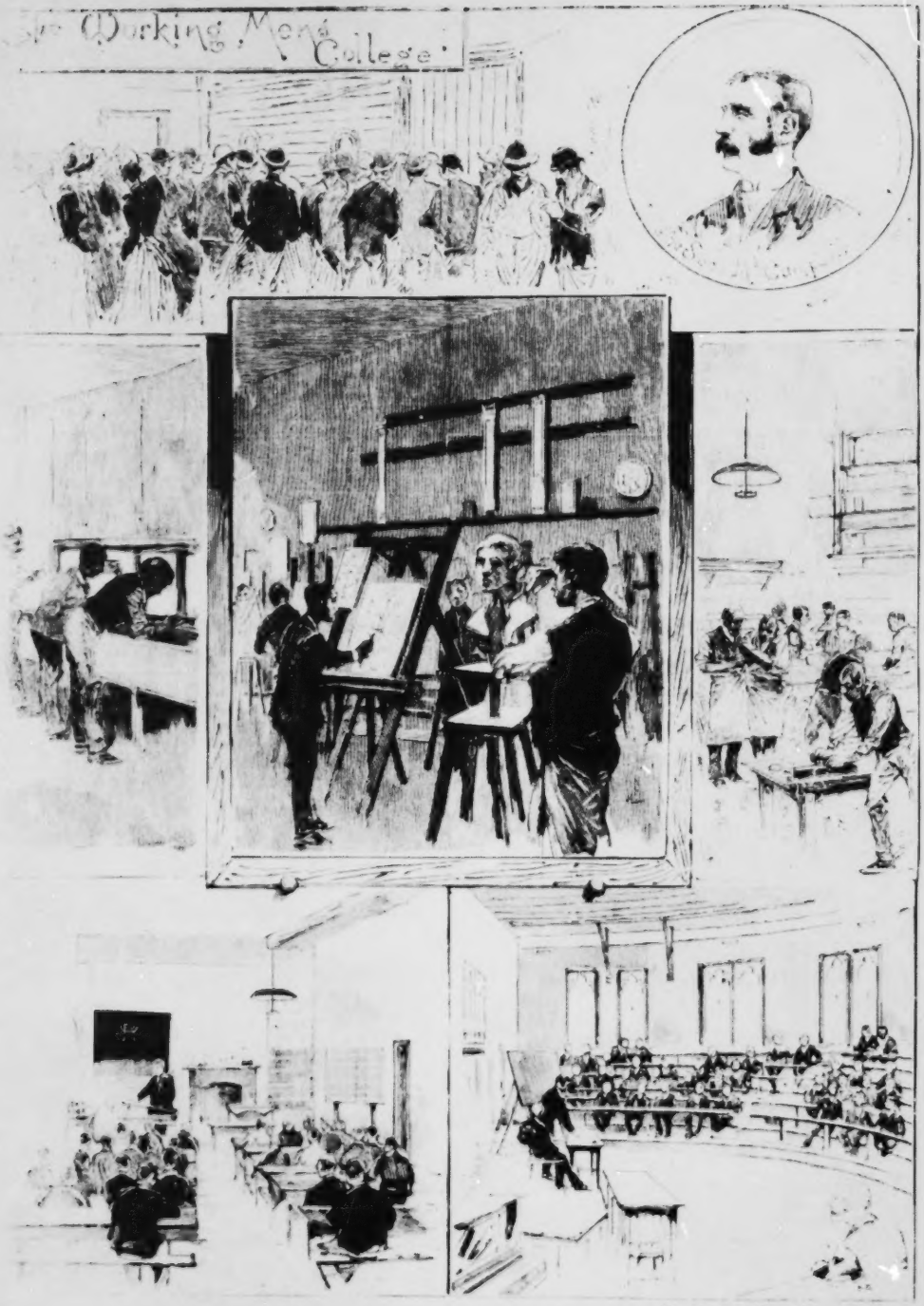
However, the Centre must draw attention to the critical problems it will face in allocating it's very limited financial and human resources in the new triennium. Within the comprehensive program outlined in this program there are five particular areas in which we are planning programs of work where additional budgetary and staffing resources are required.These are:

- education for a multicultural society
- language development
- mathematics education
- education in personal and social values
- education for working life

The present program makes some provision for development work in each of these areas, but within a proposed total budget of $2.5m rising to $3m and with a present staff ceiling of thirty-four, the Centre will be unable to contribute as it ought, to a raising of overall standards in these, and other areas of schooling.

This triennial program represents the work of many hands.I would like to thank members of Council, the staff of the Centre and those members of the Australian educational community who have played a full and active part in it's preparation.

M. SKILBECK
Director



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(iv)

CONTENTS

Foreword			iii
Membership of Council as at 31 December 1977			viii
SECTION 1		INTRODUCTION TO THE PROGRAM	2
	1.1	BACKGROUND	3
	1.1.1	Statutory Requirements	3
	1.1.2	General Directions of Centre's Work to Date	3
	1.1.3	Adoption of Triennial Program Planning	4
	1.1.4	Government Guidelines, Inquiries, Reports and Policy Statements	5
	1.1.5	Community and Professional Concerns	6
	1.2	SCOPE AND NATURE OF ACTIVITIES	8
	1.2.1	Changing Directions of Centre Activity	8
	1.2.2	Organisation of Centre Activity	8
	1.3	RESOURCES: OPPORTUNITIES, CONSTRAINTS AND POSSIBILITIES	9
	1.4	FUTURE DEVELOPMENT	10
	1.5	PROGRAM OBJECTIVES	11
SECTION 2		SUB-PROGRAMS	14
		PROGRAM SUMMARY	15
		Proposed Expenditure and Staffing	16
	2.1	FIELD SERVICES	17
	2.1.1	Rationale and General Description	17
	2.1.2	Activities	19
		2.1.2.1 Field Development Activities	19
		2.1.2.2 Professional development Activities	22
		2.1.2.3 Curriculum Information Service Activities	24
		2.1.2.4 General	27
	2.1.3	Field Services Summary and Budget Notes	27
	2.1.4	Proposed Expenditure and Staffing	29
	2.2	STUDIES AND INQUIRIES	30
	2.2.1	Rationale and General Description	30
	2.2.2	Empirical and Conceptual Studies in Issues, Themes, Problems	31
		2.2.2.1 The Current Situation in Schools	31
		2.2.2.2 Conceptual and Evaluative Studies	31
		2.2.2.3 Studies Arising Out of Study Group Recommendations and Government Activities	32

2.2.3	Curriculum Evaluation Studies	33
	2.2.3.1 Project Evaluation	33
	2.2.3.2 Materials Evaluation	34
	2.2.3.3 Teachers as Evaluators	34
2.2.4	CDC Program Monitoring	34
2.2.5	List of Projects and Topics	35
2.2.6	Proposed Expenditure and Staffing	36
2.3	DEVELOPMENT AREAS	37
	Overview and Rationale	37
2.3.1	Aboriginal Education	39
	2.3.1.1 Rationale and General Description	39
	2.3.1.2 List of Projects	39
	2.3.1.3 Proposed Expenditure and Staffing	42
2.3.2	Arts Education	43
	2.3.2.1 Rationale and General Description	43
	2.3.2.2 List of Projects	43
	2.3.2.3 Proposed Expenditure and Staffing	45
2.3.3	Career Education	46
	2.3.3.1 Rationale and General Description	46
	2.3.3.2 Proposed Expenditure and Staffing	47
2.3.4	Communications in English language and Visual Learning	48
	2.3.4.1 Rationale and General Description	48
	2.3.4.2 List of Projects	49
	2.3.4.3 Proposed Expenditure and Staffing	51
2.3.5	Cultural and Social Education	52
	2.3.5.1 Rationale and General Description	52
	2.3.5.2 List of Projects	53
	2.3.5.3 Proposed Expenditure and Staffing	55
2.3.6	Environmental Education	56
	2.3.6.1 Rationale and General Description	56
	2.3.6.2 List of Projects	56
	2.3.6.3 Proposed Expenditure and Staffing	58
2.3.7	Health, Physical and Recreation Education	59
	2.3.7.1 Rationale and General Description	59
	2.3.7.2 Proposed Expenditure and Staffing	60
2.3.8	International and Intercultural Education	61
	2.3.8.1 Rationale and General Description	61
	2.3.8.2 List of Projects	61
	2.3.8.3 Proposed Expenditure and Staffing	64
2.3.9	Science, Mathematics and Technonogy Education	65
	2.3.9.1 Rationale and General Description	65
	2.3.9.2 List of Projects	66
	2.3.9.3 Proposed Expenditure and Staffing	68
2.3.10	Special Education	69
	2.3.10.1 Rationale and General Description	69
	2.3.10.2 Proposed Expenditure and Staffing	70

2.3.11	Other Projects	69
	2.3.11.1 List of Projects	69
	2.3.11.2 Proposed Expenditure and Staffing	70
2.4	PUBLICATIONS	71
2.4.1	Nature and Source of Publications	71
2.4.2	List of Publications	72
SECTION 3	GENERAL ADMINISTRATIVE SERVICES AND COSTS: STAFFING	76
3.1	Administrative Services	77
3.2	Administrative Costs	77
3.3	Staffing	77
SECTION 4	APPENDICES	80
	APPENDIX A. Study Groups	81
	APPENDIX B. Projects Funded by the Centre Up To 31 December 1977	84

MEMBERSHIP OF THE GOVERNING COUNCIL OF THE CURRICULUM DEVELOPMENT CENTRE AS AT 31 DECEMBER 1977

Chairman (part-time)	Professor G. Evans	Professor of Teacher Education, University of Queensland
Director of the Centre	Dr M. Skilbeck	
Secretary of the Commonwealth Department of Education nominee	Mr J. Mather	Assistant Secretary, Commonwealth Department of Education
Australian Education Council nominees	Mr G. Berkeley	Assistant Director-General Department of Education, Queensland
	Dr R. Maddocks	Assistant Director-General Department of Education, Victoria
	Dr D. Mossenson	Director-General of Education, Western Australia
Schools Commission	Mr D. Bennett	Full-time Commissioner, Schools Commission
	Fr F. Martin	Part-time Commissioner Schools Commission; Director, Catholic Education Office, Victoria
Other Members	Mr R. Cavanagh	Teacher, Pymble Primary School, N.S.W.
	Mr R. Coggins	Principal, Salisbury College of Advanced Education, South Australia.
	Mr D. Davey	Principal, Eltham College Victoria.
	Ms D. Encel	46a Carlotta Road, Double Bay, N.S.W.
	Dr R. McSweeney	Executive Officer, Catholic Education Commission Western Australia
	Dr G. Speedy	Principal, Torrens College of Advanced Education, South Australia

INTRODUCTION TO THE PROGRAM

1.1 BACKGROUND

1.1.1 Statutory Requirements

The Curriculum Development Centre is a national body, established by Commonwealth statute in July 1975 to undertake a wide range of tasks in and relating to school curriculum. Its work involves close consultation, co-operation and working relationships with many educational authorities and bodies throughout the country. These include State, Catholic and other Independent school authorities, teacher education institutions, specialist groups of teachers, government departments and agencies and a variety of professional and community groups with an interest in education.

The Centre's statutory functions embrace all activities associated with school curriculum development. However, with limited resources and the need to define priorities in the light of the role and contribution of other agencies, the Centre's 1978-1980 program is directed to clearly defined and limited aspects of schooling.

1.1.2 General Directions of Centre's Work to Date

In August 1973, the Minister for Education appointed an Interim Council pending legislation to establish the Centre as a statutory body. After wide consultation, the interim Council published in September 1974 a document entitled *Functions and Mode of Operation of the Curriculum Development Centre* which was tabled in Parliament in 1975 during the passage of the Bill to establish the Centre. Although this document is now somewhat dated in detail, together with the statute it still provides the general framework within which the Centre operates.

The Interim Council adopted a broad concept of curriculum development, which has since been maintained and enhanced by Centre activities. Thus, by 'curriculum' the Centre understands the totality of experiences that a child undergoes in and through schooling. Curriculum development consequently includes:

- the design, production, testing and dissemination of materials and of teaching-learning process
- the study of school practice and organisation to ascertain needed requirements and changes either for the successful maintenance of existing programs or for the successful installation of new programs
- systematic evaluation of the processes and effects of curriculum change
- the development of resources and procedures to assist schools and teachers acting as adopters, adapters and makers of curriculum
- the critical review of ideas, theories and practices relating to curriculum change
- the devising of ways and means of appropriately involving pupils, parents and community groups in aspects of the curriculum development process

The purpose of program planning in the Centre has been and remains the design of a manageable set of activities within this broad frame.

From its inception, the Centre has aimed to carry out its work in the closest possible association with other bodies. The Centre's role as a federal body developing curriculum for Australian needs has not been and is not intended to be a replacement for work being done by State departments, tertiary institutions, subject associations, educational publishers and other established bodies. The Council has consistently maintained a policy of increasing the effectiveness of such work through joint operation, co-ordination and assistance.

The policy of close association and co-operative development has entailed the patient and painstaking establishment, over several years, of networks of relationships whose benefits are now beginning to be realised. The Centre has built up facilities for sponsoring conferences and meetings, for assisting projects already underway, co-ordinating cross-state programs, and assisting in dissemination of ideas and practices through publications, workshops and the systematic exchange of information in the Curriculum Information Service. The Centre also has exercised its responsibility for providing initiatives for fresh approaches in curriculum, a role whose successful implementation could not be contemplated until networks of relationships had been established.

A firm policy of the Interim Council, which has been continued to the present, is to involve teachers as much as possible in curriculum development. It is anticipated that teacher involvement will increasingly be accompanied by parent and community involvement and by direct student participation. The Centre accepts that there are many problems to be overcome in extending the decision-making process about curriculum and the present program provides scope for these problems to be addressed.

The permanent Council of the Centre first met in August 1975. It endorsed the analysis of functions, the priorities already established and the ongoing work program established by the Interim Council (See *1977-1979 Triennial Program Report,* pp. 2-3 and *Annual Report of the Council 1975-1976,* pp. 14-16). Guidelines and priorities adopted at the first meeting of the permanent Council structured the Centre's work until the adoption of the first Triennial Program plan in February 1977. A very severe restraint during the period from the establishment of the Interim Council until well into 1977 was limitation of staff numbers. It is only now (early 1978) that the Centre is beginning to exercise the degree of intimate responsibility for direction of its overall project program which is necessary for sound development.

1.1.3 Adoption of Triennial Program Planning

The Centre's reasons for adopting the principle of rolling triennium planning and the general procedure of P.P.B.E.S. (Planning, Programming, Budgeting, Evaluation System) are explained in the Preface and Introduction to the 1977-79 Report. Essentially, these reasons relate to the nature of project work, which cannot be encompassed in annual plans and budgets, and the need to manage scarce resources both flexibly and economically.

Centre planning has been assisted by appointments to the full time staff, the transfer of the functions and staff of three national committees (*viz.* National Committee on English Teaching, National Committee on Social Science Teaching and the Asian Studies Co-ordinating Committee), the formation of short term study groups, and the numerous contributions of educational personnel and systems throughout the country.

CDC 1977-79
Triennial Program

By the time the Centre's first Triennial Program plan was adopted early in 1977 the Centre's activities had been grouped into the following areas:

- Field Services
- Studies and Inquiries
- Development Areas (including the areas encompassed by the National Committees)
- Publications
- General Administrative Services

The Centre's development during the first year of the 1977-1979 triennium was strongly maintained in all of these areas, with priority given to field services. The lower secondary stage of schooling was nominated as the level on which the Centre aimed to concentrate its efforts, with recognition also of the need to interface with upper primary, upper secondary and workforce requirements.

1.1.4 Government Guidelines, Inquiries, Reports and Policy Statements

The Centre is following Cabinet guidelines on the matching by States of resources for projects and the contribution of non-state systems. Individual project planning is normally on a joint basis with collaborating institutions and systems.

The Centre has considered the many references to school curriculum needs, at national and State levels, made in reports of departments, commissions, select committees etc. Some recommend specific courses of action to be undertaken by the Centre; others postulate or infer needs which the Centre might be regarded as an appropriate

agency to meet. The importance of a co-ordinated approach at the national level in school curriculum development is often implied. Most of these references are recommendations for Government action, not policy decisions, and the Centre has taken careful note of them in its policy planning.

1.1.5 Community and Professional Concerns

The Centre recognises that in Australia today there is mounting criticism of and dissatisfaction with various aspects of the schooling process. Some of this arises from changes within the education system such as the modification or abandonment of external examinations and the broadening of the curriculum. In other cases, changes in the wider community have led to an extension of school functions and a corresponding increase in the demands on schools to 'solve' this or that social problem. Alcoholism, smoking and other forms of drug taking are obvious examples but there are other pressures such as the belief that schools should do more to develop particular values, work orientations and a greater sense of social and civic responsibility.

Community changes, pressures and demands do not point uniformly in one direction. Concern over inadequate performance in reading and computation is often coupled with demands for more time to be devoted to teaching basic skills. Such demands have to be seen against attempts by schools to be more practical and vocationally oriented and which may involve students in periods of attachment to industry, or with attempts to provide opportunities for students to experience different facets of community life. Pressures on the school to strengthen its vocational orientation mask divergent views about the place and value of work in a society where youth unemployment may have become endemic. These and other unresolved issues in the movement towards greater communityy assessment of and participation in schooling need to be clarified and assessed.

The Centre accepts and indeed welcomes the increasing role of the wider community in guiding and influencing the broad aims of schooling, in questioning the allocation and utilisation of resources, and in assessing the outcomes of the educational process. It recognises a role for parent and other community groups in reviewing curriculum goals and objectives and in participating in various ways in aspects of curriculum development. It recognises that at the same time the definition and description of these roles will require care. The Centre intends to give greater encouragement and support to the community in these matters and to undertake programs in which community interest groups will be directly involved. Carefully monitored studies are needed to report on and assess the effects of different kinds of community involvement in school curriculum.

It is not clear just where the dividing line between community and professional roles should be drawn. There is undoubtedly a professional arena which ought not to be eroded either by community pressure groups or by government action. However, of no less importance is the need to find appropriate and productive ways of making school curriculum more responsive to community needs and concerns. The Centre prefers to explore these and related issues through particular work programs in which community groups participate with teachers and students, and by undertaking projects which focus on matters of wide public concern. These include the Social Education Materials Dissemination Project (See Section 2.3.5) and other community oriented projects which the Centre is undertaking and planning.

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7

The design and conduct of such programs and projects and a large part of the work they entail are professional tasks which require the co-ordinated efforts of curriculum development specialists throughout Australia.

1.2 SCOPE AND NATURE OF ACTIVITIES

The scope of the Centre's program for 1978-80 is indicated in Section 2 of this report. Its staffing and budget resources are indicated in Section 3.

1.2.1 Changing Directions of Centre Activity

Generally, the scope and nature of the Centre's activities for the 1978-80 triennium do not vary significantly from those outlined in the 1977-79 report, except in two respects. Firstly, *in the latter part of the 1977-80 triennium increasing emphasis will be given to activities and projects relating to primary schooling and to upper secondary, technical and further education.* The emphasis on lower secondary schooling announced in 1977-79 will continue as a major, but proportionately diminishing thrust. As projects funded in the Centre's early years are completed, they will be replaced increasingly by projects in primary, upper secondary, technical and further education. Secondly, *the Centre's capacity to organise, monitor and guide projects has increased considerably since early 1977 and its program has become more tightly organised and directional in character as a consequence.*

An effort has been made in this report to consolidate and concentrate projects and activities. They are generally grouped throughout into major, minor and provisional. 'Major' refers to projects and activities which are either substantial in monetary terms, or of some particular importance or priority, or both; 'Minor' refers to those which, while they are firm commitments, are of lesser significance and/or lower funding. 'Provisional' projects and activities are identified, for planning purposes, as being under active consideration. Their listing in this report carries no implication that they will be undertaken through the Centre. Conversely, the Centre retains the right to undertake activities not listed here since it is clearly impossible to indicate in advance all aspects of a three-year forward program which aims to be responsive to changing needs. Budget figures are indicative and will vary according to continuing assessments of need and available funds.

1.2.2 Organisation of Centre Activity

With recent additions and changes to staff, it is now possible to group all actual and proposed work programs in such a way that they are the direct responsibility of individual staff members. In the report, this grouping is made under the following general headings:

- Field Services
- Studies and Inquiries (including evaluation)

- Development Areas
- Publications
- General Administrative Services

Within each of these areas, senior staff have designated responsibilities. Increasingly, staff will play a close role in monitoring progress of projects. It is intended during 1978 to introduce a detailed three-monthly reporting procedure which will lead to a much 'finer tuning' of project development and management than has generally been possible thus far.

The Centre operates on a staffing structure which meshes major administrative functions (e.g. budget planning and control, project management, project dissemination etc) with substantive expertise in curriculum content (e.g. language education, science education etc).

The program plan is designed to bring out this relationship and to ensure that in all Centre activities, substantive curriculum expertise is orchestrated with administrative and organisational functions, through a project task analysis. This task analysis involves project personnel who may be working in different parts of the country, in their own institutions; staff seconded to the Centre; and permanent Centre staff. It follows that while the overall management of Centre projects will be from within the Centre itself, the nature and scope of activities are such as to embrace very wide ranging and diverse curriculum development activities throughout the country. Thus while the scope of the Centre's activities will broaden over the triennium, the organisation and management of them will strengthen. Progressively, the Centre will be able both to refine priorities and to achieve that control and flexibility in the allocation of its resources from which the most productive results flow.

1.3 RESOURCES: OPPORTUNITIES, CONSTRAINTS AND POSSIBILITIES

Currently, the Centre has a full-time staff of thirty-four persons and seven part-time staff employed under the Public Service Act. The Centre's appropriation for the 1977-78 financial year is $1.93m. With the authority of the Minister, an annual appropriation of $2.3m, building to $2.7m by 1980-81, has been used as the basis of financial planning. Ceiling increases are difficult to envisage for the near future although the Public Service Board has given explicit support to the Centre's case for raising staff ceilings at least to forty-one, the level agreed in November 1975. The Centre should aim to achieve a more realistic ceiling of seventy or eighty over a period of years. In addition to staff employed under the Public Service Act, a variety of secondment arrangements have effectively increased staff engaged on Centre activities to eighty.

There is the requirement that the Centre co-operate with the States in all of its program areas of direct interest to the State systems, on the basis of matching resources. For non-state systems, i.e. Catholic and Independent, Cabinet requires the Centre to seek a resource input although not on a matching basis. Co-operative arrangements with all systems are, of course, vital to the success of the Centre's programs.

The sub-programs outlined in Section 2 of the *Triennial Program* anticipate continued co-operation and supplementation of the Centre's resources — in particular, the release

of professional staff and staff time from systems and tertiary institutions to assist with sub-programs. There will be mutual advantage in such arrangements. The Centre will offer seconded staff direct experience of working in:

- long term forecasting, program planning and program development
- a range of development, research and evaluation projects
- project co-ordination
- dissemination programs
- information and other field services
- management, administrative and financial aspects of programming, project support and other aspects of Centre activities

Under such arrangements the Centre would expect the employing authority to meet salary and related expenses. Reasonable costs of transfer to Canberra, project travel costs and all additional expenditure incurred by the officer in the course of his/her duties would be met by the Centre. With the recent establishment of a Professional Development Section the Centre is now able to offer a comprehensive induction and training program to seconded staff.

Also, the Centre has been approached by persons from within Australia and overseas who, while on sabbatical leave, wish to work in the Centre. Where it is felt there is mutual advantage, the Centre will follow up such requests.

The resources available for curriculum development in Australia today are, in total, possibly adequate. However in the past they have been dispersed, their use unco-ordinated and the achievements far less impressive than might be expected. The Australian education systems have shown readiness to respond and join with the Centre in a program of co-operative development. The success of the Triennial Program is conditional on continuing progress in this area and the indications for it are favourable.

1.4 FUTURE DEVELOPMENT

In preparing this first annual updating of its Triennial Program, the Centre has reviewed Council and Interim Council statements of priority and guidelines, assessed the requirements of its ongoing work program, considered possible new ideas and initiatives including overseas programs, examined government and other policy statements, and consulted widely throughout Australia. The Council of the Centre has discussed future developments at its November 1977 and February 1978 meetings.

The program for the 1978-1980 triennium represents a progressive process of assessment and review, reduction, elimination and concentration of tasks to the point where *every aspect of this program now represents significant priority.* Thus, in this document, the Centre is committing itself to those aspects of curriculum in Australia which require the most urgent attention and upon which it is empowered and has the capacity to act. The only *area* of the overall program which the Council has singled out for most urgent and most substantial attention is Field Services. Beyond this, all activities and projects identified in the document are priority either in the sense of action or of consideration. Of course, the sequencing and organising of action are matters for Centre management and it must be accepted that the management process itself imposes a pattern on decision making.

To facilitate its planning and improve its organisation and management, the Centre, with the advice of the Public Service Board, has adopted the Programming, Planning, Budgeting, Evaluating System.

This document incorporates some, but not all, of the elements of that system. The major anticipated development during 1978-1980 will be the introduction of three-monthly progress reports on all projects and areas of activity and the increased use of budgetary indicators of performance.

As noted above, the Council's statement of guidelines and priorities identifies lower secondary education and its interfaces as the level of schooling on which concentration will continue early in the triennium. Progressively this will be enlarged to cover the whole school curriculum. Emphasis is to be given to school-based approaches, whole curriculum planning in the context of cultural and social trends and goals, community and student involvement, decision-making by pupils and teachers, and learning processes. These are not priorities for action but dimensions of all Centre projects and activities to which prominence will be given.

The Centre's intention to extend its program to cover all levels of schooling will require the establishment of study groups and task forces, the commissioning of papers and other means to ensure that detailed project planning later in the triennium proceeds on a sound basis of knowledge and understanding. At this stage, when such analytic work has not been undertaken, it would be premature to attempt to specify particular projects. Hence, in Section 2 of the report, data on year three of the triennium, 1980, is usually in a general form.

1.5 PROGRAM OBJECTIVES

The work of the Centre during the triennium will be guided by a set of broadly defined objectives, which have been embodied in the sub-programs. The broad objectives are as follows:

- to continue the emphasis of the Centre's developmental work on lower secondary schooling but progressively to extend this to all levels of schooling by the end of the triennium
- to support and help co-ordinate selected initiatives, ideas and activities of Australian curriculum developers
- to carry out, provide and support systematic inquiries, studies, evaluation and research for action and decision-making in the field of school curriculum improvement
- to support teachers, parents, pupils and others at the local and regional level in their efforts to adjust to or experiment with curriculum making at the school level
- to support teachers facing shifts from conventional, subject centred curricula to more holistic, integrated approaches, more 'open' forms of school organisation and a greater use of pupils' experience and interest in curriculum planning
- to examine and elucidate, especially in the context of school-based curriculum making, the complex relationships among teacher development, organisational development and curriculum development

- to help educators appreciate ways in which the school curriculum both transmits settled cultural views, processes and meanings and does or may serve as an agent of cultural-social examination and renewal
- to help marshal widespread community participation in clarifying and establishing the values, purposes and general nature of the curriculum in contemporary Australian society
- to facilitate the provision of comprehensive curriculum programs, suitable for a wide range of abilities and as a foundation for continuing education beyond the school
- to help reassess the relationships that do and might obtain between curriculum at the various levels of schooling, with respect to general educational assumptions, organisation and teaching-learning procedures
- to promote the development of curriculum materials and processes and school organisations appropriate to effective school environments, teaching-learning approaches, pupil groupings and community-oriented programs
- to promote selective curriculum development in both new and established subject areas and groupings of knowledge and skills
- to make available to teachers and other members of the education profession curriculum guidelines, prototypes, sample materials and a wide range of information relevant to the continuing development of curricula
- to assist teachers in designing programs which recognise the pattern of relationships involving home, school, community, peer group, work force and leisure outlets so that problems encountered by pupils in transition from primary to secondary school, and from secondary school to work might be alleviated
- to provide programs and materials for students with special learning needs
- to examine, and ultimately help close, the gap between intended programs and the way these programs are actually experienced by pupils
- to establish an exchange of ideas and information and, where feasible, to share work programs with selected overseas development agencies
- to construct and maintain evaluation, assessment and monitoring procedures related to projects and other aspects of the Centre's program and to make information on performance of Centre supported or sponsored activities available to professional audiences and the wider public
- to maintain close liaison and working relationships with relevant Federal and State, public and private authorities, agencies and bodies involved in curriculum development and educational research and development

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13

SUB-PROGRAMS

PROGRAM SUMMARY

The Centre's program for the triennium is divided into four sections:

2.1. Field Services
2.2 Studies and Inquiries
2.3 Development Areas
2.4 Publications

In this section, these sub-programs are outlined in as much detail as is possible, given:

- limitations on space in a report of this kind
- the necessary incompleteness, at this stage, of certain aspects of the program plan, especially those indicated as 'provisional' and the proposals for activity towards the end of the triennium

The costs of these four sub-programs, together with administrative costs, are summarised in the statement of proposed expenditure and staffing which follows. This statement should be read as a projection of anticipated costs and is subject to continuing assessment and modification in the light of Government funding, Council's decisions regarding priorities and the operations of the Centre's management information systems.

PROPOSED EXPENDITURE AND STAFFING
PROGRAM SUMMARY

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
2.1	Field Services	91,400	97,000	116,500	117,500	154,000	121,000	697,400
2.2	Studies and Inquiries	84,252	80,800	49,400	57,400	42,400	42,400	356,652
2.3.1	Aboriginal education	103,997	70,700	60,500	98,900	98,950	70,000	503,047
2.3.2	Arts Education	25,000	54,500	54,500	106,500	14,500	4,200	259,200
2.3.3	Career Education	1,000	15,500	15,500	22,500	10,500	10,500	75,500
2.3.4	Communications	189,700	104,800	97,200	70,000	63,500	63,500	588,700
2.3.5	Cultural and Social Education	334,035	207,000	177,000	249,000	312,000	358,000	1,637,035
2.3.6	Environmental Education	52,400	55,100	46,100	26,400	5,250	5,250	190,500
2.3.7	Health, Physical and recreation Education			14,700	42,400	12,500	12,500	82,100
2.3.8	International and Intercultural Education	70,559	99,000	75,500	108,500	87,000	82,000	522,559
2.3.9	Science, Mathematics & Technology Education	23,000	47,500	44,000	86,000	86,000	86,000	372,500
2.3.10	Special Education		4,200		30,000	30,000	30,000	94,200
2.3.11	Other Projects	9,588	11,200	10,000				30,788
2.4	Publishing	204,700	125,000	125,000	155,000	155,000	200,000	964,700
3.2	Administrative Costs	412,150	436,650	441,650	433,400	437,900	450,800	2,612,550
SUB-TOTAL		1,601,781	1,408,950	1,327,550	1,603,500	1,509,500	1,536,150	8,987,431
LESS **Income; Contributions to Projects and Funds Carried Over**			118,500	118,000	170,700	147,300	165,900	720,400
TOTAL		1,601,781	1,290,450	1,209,550	1,432,800	1,362,200	1,370,250	8,267,031
Financial Years			$2,500,000		$2,795,000			
STAFFING	a) Centre (part-time staff in brackets)	36 (7)	40 (7)	42 (7)	42 (7)	43 (7)	45 (7)	
	b) Seconded	37	38	40	40	42	42	

2.1 FIELD SERVICES

2.1.1 Rationale and General Description

Since its establishment, the related functions of *the collection and communication of information and ideas about curriculum* and *the creation of a human network for development and dissemination of curriculum ideas, processes and materials* have been regarded as two of the Centre's major potential contributions to the improvement of education in Australia. The diversity and scope of activity in the curriculum field has intensified the need for these activities. There is now a danger that much valuable work in curriculum will be lost to the system as a whole unless comprehensive information services and human networks are established.

The Centre will provide appropriate *support* at the national level to maintain the momentum of improvement of curriculum services for ongoing activities throughout Australia. The need for this is now apparent and widely accepted, not least because of the trend towards increased responsibility for curriculum decision-making by schools. Information, in the form of documents describing events and activities, is less important in this context than strengthening the capacity of all those engaged in curriculum development.

It is a major task of the field services sub-program to contribute ideas, information, and a variety of services in support of the curriculum-making endeavours of systems, institutions, groups and individuals. Thus, the function of this sub-program is to sustain the outward orientation of the Centre to other educational bodies, to educators throughout Australia and overseas, and to community, business and industry groups.

Because of its interest in the total curriculum process the Centre will attempt to support and influence not only the processes of development including evaluation but also the diffusion or dissemination of curriculum materials and processes. Dissemination includes the establishment of working relationships with the Schools Commission's development program, and with individuals, bodies or centres involved in pre- and in-service teacher education, e.g. State development committees, teachers' centres, education centres and teacher education institutions. This aspect of field services is interdependent with a wide range of other activities within the CDC. There are structural discontinuities at both the Federal and State levels which ultimately will need to be overcome if curriculum change is to be fully effective. It is one task of field services to address itself to these discontinuities and to find ways of co-ordinating or relating what are, at present, discrete activities. In particular, the structural separation of 'curriculum', 'services' and 'teacher education' is a major barrier to effective development which the Centre is seeking to reduce.

In essence, the field services sub-program is being achieved through the establishment and maintenance of both a *central core* and a *field officer network*. Implicit in the *core* and *network* approach is the Centre's major goal of co-operative curriculum development and its recognition of the value of those field service activities which sustain interpersonal contact and relationships.

One of the Centre's continuing concerns is the support of school-based curriculum development. To this end it established a short-term study group on 'Support Systems for School-Based Curriculum Development' within the framework of the longer term

Field Services Standing Committee. Part of the task of the study group was to help define emerging new roles and elements of the support systems. The study group also considered the scope for co-operative production of guidelines for implementing school-based development together with teacher development support materials for in-service and pre-service teacher education.

The report of the Support Systems Study Group is expected to be presented to the CDC Council during 1978 and when Council has responded, the Centre's field services sub-program will be further elaborated. The Field Services Standing Committee, referred to above, met first in June 1976 and again in September 1977. It comprises senior nominated staff from State, Catholic and other Independent systems. Its tasks will include defining objectives and procedures for the sub-program, liaison with systems, and the establishment of a range of field service activities within these systems. It is a key agency in the Centre's field services operation.

The Centre's sub-program of field services depends for its effectiveness on the active participation of systems, individuals, institutions and groups throughout the country. Field services staff comprise both permanent officers and personnel on secondment from other institutions and systems.

The field services sub-program combines three of the six functions of the Centre identified by the interim Council and included in the document *Functions and Mode of Operation of the Curriculum Development Centre*. They are:

- Field Development
- Provision of opportunities for training in curriculum development skills
- The provision of a Clearing House and Information Analysis Service

The main purposes of field services have shifted somewhat under the permanent Council. The new purposes, endorsed in February 1976 by the Standing Committee of the Australian Education Council, are as follows:

"The general aims of the Centre in promoting field development are to:

- communicate, liaise and develop closer working relationships with State Departments of Education;
- gain information about local, regional and statewide needs for the services CDC is able to provide;
- provide information about the Centre's policy, work programs and proposed areas of activity;
- provide access to the Centre's curriculum information and evaluation services;
- undertake joint programs of trialling, evaluation and development of curriculum processes and materials with the States;
- communicate and exchange ideas with a wide audience of teachers, administrators, academics, parents and others involved or interested in school curricula."

At the same meeting, the AEC Standing Committee suggested that the CDC might be an apropriate body to implement some of the recommendations of the 1975 Conference of Audio-Visual Supervisors. The CDC's response to this suggestion is included below as *Interchange of State Media Centre Materials*, an element of the Curriculum Information Service (CIS).

The Schools Commission Report for the triennium 1975-1978 included the following recommendation under the heading of 'Schools Information Service':

> "The Commission sees as a vital need, the development of communication between all those involved in schools and believes that this is a field where duplication of effort and the establishment of divisions is particularly undesirable. It therefore recommends that during the triennium steps be taken to develop an information service for schools at a national level. The service should provide a clearing house of all information judged to be of value to those working in and for schools and should be provided in a form suited primarily to their needs. It should cover not only the various types of information mentioned in this Report – innovations, curriculum, community development, special education, teacher development and so on, but all types of information."

Consultation with the Commission regarding field services has taken place and will continue.

The field services sub-program has five overriding aims:

- to promote field development through the creation of a nationwide network of curriculum developers and agencies, and through project dissemination and publicity activities
- to promote, through workshops, conferences, support materials and networks of communication, the professional development of curriculum theorists and practitioners throughout Australia
- to establish, maintain and efficiently conduct a national Curriculum Information Service (CIS) and an exchange of information, ideas and people
- to encourage commerce, business, trade unions and other community groups to participate in curriculum development and to undertake joint work programs with the Centre
- to establish and maintain working relationships with overseas curriculum development centres and agencies through participation in regional programs, joint projects, staff exchange; by providing advice to overseas curriculum centres on Australian developments; and through exploring the feasibility of an evaluation/adaptation/translation service for overseas curricula and materials to disseminate within Australia information about overseas developments in curriculum and materials

2.1.2 Activities

The sub-program will work through three independent but inter-related areas of activity: Field Development, Professional Development and Curriculum Information Service.

2.1.2.1 Field Development Activities

The goal of field development is the creation of a national network of curriculum developers throughout Australia. This network will encourage and support initiatives in curriculum at all levels, provide guidance for CDC projects and contribute to national dissemination of practices and materials in the curriculum field.

A first step in establishing this network, through a meeting of field officers and contact officers involving key personnel in State Education Departments, Catholics and other Independent schools (the Field Services Standing Committee), has already been achieved. This is being followed by close appraisal of needs and proposed initiatives within the systems.

The ideal network envisaged resembles in many ways an 'open learning system' which the participants use and contribute to according to their needs. The network will, of course, have several uses, and its achievement will involve all sections of Field Services. For example, the involvement of teachers, pupils and the wide community in curriculum development will be part of many of the Centre's substantive projects. It will be the primary task of field services to ensure maximum awareness and understanding of what this involvement entails in practical terms, to define resources and other kinds of support necessary for effective involvement and to establish contact and communication with the wide range of agencies that do or might contribute towards participatory decision-making. The Centre's own resources are too slender to permit it to provide significant numbers of personnel, so it must work through the agencies of State, Catholic and other Independent schools, and through such other bodies as teachers' and education centres.

Field development is divided into the functions of project dissemination (practice and research), liaison, dissemination of publications and promotion of parent, teacher and student involvement in curriculum development.

(a) Project Dissemination – practice

The dissemination of projects is being conducted:

- through State, Catholic and other Independent systems and schools via State in-service and co-ordinating committees
- through teacher education institutions

Funding and conduct of these activities will become largely the responsibility of the system or institution concerned, as part of its normal activities and in accordance with its own priorities. The Centre's role is to promote, monitor and assist with this activity. For national projects the following further steps are proposed:

- give systems and institutions early warning of in-service and pre-service needs of projects in progress
- commission teacher education materials for use in disseminating the materials/techniques concerned
- provide sample packs for display and use in teacher development activities
- where appropriate, fund interstate input to local workshops

For their part, the systems concerned might deploy staff full or part-time on dissemination tasks, make funds available for in-service activities and/or assimilate the dissemination task into their normal activities.

(b) The Study of the Dissemination Phase of the Curriculum Process – Research

An objective of staff in the field development sub-program is to provide access to the most up to date information, ideas, materials and persons working in this phase of the curriculum process in Australia and overseas.

Research is planned, in association with the Centre's Studies and Inquiries sub-program (See 2.2), in the following areas:

- Evaluation of project dissemination, e.g. Australian Science Education Project evaluation and Social Education Materials Project evaluation (already in progress). (There will be ongoing need for joint CDC/Education Research and Development Committee studies along these lines.)
- Case studies of the consequence of the devolution of decision-making with particular emphasis on: changing roles at the regional and school level; services required within schools to support the devolution and their implications for time use, finance and staffing; new skills required by the teacher, the senior master, the deputy (or deputies) and the principal
- Review of the literature on the dissemination of projects in Australia and overseas

The end product of these studies would be materials for teacher development.

(c) Liaison: Field Services Standing Committee

The importance of the Field Services Standing Committee in defining objectives and procedures for the whole Field Services sub-program, for liaison with systems and the establishment of a range of field service activities within these systems has already been mentioned. Meetings of these key personnel will be held every six months to maintain a continuing review of Centre activities.

(d) Dissemination of CDC Publications

This element involves advertising publications, arranging displays in appropriate places, e.g. teachers' centres, and arranging for the location of free promotional copies in State and other systems. Work of this nature will be undertaken jointly with the Centre's Publication unit.

(e) Promotion of Parent, Teacher and Student Involvement in Curriculum Development

Preliminary work on student and community participation in curriculum development is yet to be undertaken. However, it is planned to undertake a feasibility study of requirements in this area and to develop some starter materials for teachers, parents and students to use in discussion situations, together with leaders' guides.

The Field Development section is also involved in activities shared with the other sections of the Field Services sub-program which are concerned with community, business, industry, and overseas links, and these activities are described under a separate heading (2.1.2.4).

Staff in the section also liaise with education systems and centres, undertake special activities and studies, are responsible for organising the programs of numerous visiting educators from Australia and overseas and conduct a variety of other in-house activities. These include maintaining field service guideline procedures and internal monitoring.

2.1.2.2 Professional Development Activities

The professional development section of the field services sub-program is the newest addition to the Centre's activities. The first staff were appointed at the beginning of 1978 and rationalisation of the functions and responsibilities of the section began at this time. Some of the ongoing and planned activities are based upon initiatives already taken within the original field development section, particularly the work of the Study Group on Support Systems for School-Based Curriculum Development.

(a) School-Based Curriculum Development Teacher Education Materials

The Study Group in Support Systems for SBCD recommended that practical multi-media teacher and community education materials be developed for use in 'in school' or local workshop situations. The Centre intends to proceed on this recommendation through:

- a survey of the ways in which those engaged in SBCD perceive their problems
- collection of examples of interesting activities and already available support materials
- analysis of perceived needs against availability of materials
- preparation of prototype discussion and activity booklets and study booklets
- preparation of case studies
- trial and revision of materials
- publication

This procedure will draw on expertise at the local level and sample study school-based development in different parts of Australia, but it will still require a designated team to co-ordinate the work and prepare basic material.

(b) Standing Conference on Curriculum Development

Previously organised under field development, this conference will now become the responsibility of the professional development section. Regular conferences will be held on key aspects and issues of the curriculum process and will provide one important forum for professional development. The conference topic for 1978 is 'Leadership Roles in School-Based Curriculum Development'.

(c) Summer Workshop in Curriculum Development

On a trial basis in 1979 or 1980, an intensive summer workshop will be organised. The purpose of the workshop is to raise understanding of curriculum issues and improve competence in curriculum development approaches, techniques and skills. The workshop will concentrate on a major topic area and draw upon and be conducted by a team of outstanding theorists and practitioners. The workshop course will run for up to one month during the January to February period.

In addition to these three major project-oriented activities, the professional development section will be responsible for co-ordinating the Centre's overall workshop and conference program and for promoting the professional development of the Centre's own staff. The in-house induction of new staff and secondees to the Centre will be of particular concern in this respect.

THE STREET ARABS SCHOOL HELD IN THE GOSPEL MISSION HALL, MELBOURNE

37

Photograph — National Library of Australia

Shared responsibilities with the other two sections of the field services sub-program are dealt with under a separate heading. In the main these are projects and other activities associated with business, industry and community and links with overseas agencies.

Staff in the section also are responsible for selected special study areas: acting as convenors of study groups, working parties, etc., co-ordinators of programs, contact officers for programs in which the Centre is or intends to become involved. Co-operation between the Schools Commission and the Centre on curriculum for disadvantaged schools is one such example; environmental education and core curriculum are others.

2.1.2.3 Curriculum Information Service Activities

The CDC Curriculum Information Service (CIS) will progressively provide a comprehensive information service on both published and unpublished curriculum materials. The service will draw upon Australian and overseas sources.

Some elements of the CIS are already operating on a trial basis. Wider trials will be held during 1978 with a view to undertaking a comprehensive assessment before possible full implementation of the service from early 1979. Further development is to be undertaken; some of this will be conducted in-house, but most will be commissioned out or undertaken on a co-operative basis with other authorities and agencies. It is anticipated that the developmental work described below will be completed in time for the resulting activities to be included in the comprehensive assessment in 1979. The elements of the CIS which are operational on a trial basis are:

- interchange of curriculum documents
- interchange of State media centre materials
- register of curriculum development projects and developers
- register of teacher education courses
- library services
- database development
- curriculum materials profiles

(a) Interchange of Curriculum Documents

Work has already commenced on the establishment of a clearing house and SDI (selective dissemination of information) service on curriculum development and related topics. Through this service, CIS hopes to locate documents and other materials (both published and unpublished) of interest to teachers, professional curriculum developers and others. Some of the types of documents which will be contributed are as follows:

- Information about projects including small projects in any stage of development
- Resource descriptions, reviews, critical assessments, and evaluation reports — either of commercially produced materials, material produced by media centres, or material produced by schools or groups of schools
- Information about practical aspects of curriculum development, e.g. budget, use of ancillary staff, production techniques, publishing and editorial procedures and other practical management issues outside a teacher's usual experience
- Syllabuses/courses/units and curriculum information bulletins

- Unpublished reports, case studies, evaluation, research papers, speculative or critical papers on curriculum development
- Information about curriculum theories and processes
- Information publications, newsletters, bibliographies
- Publications or information about publications
- Conference reports and advice on future conferences
- In-service or teacher development information, e.g. courses, programs, lecture notes, course evaluations and other papers or materials
- Advice on useful contact persons and their areas of expertise within their own system or sub-system
- Reports of projects undertaken on Research, Innovation or Disadvantaged Schools grants (ERDC and Schools Commission)
- Advice on the existence and availability of relevant curriculum materials not covered under other categories
- Material on the effects of building and the school environment on curriculum

While the main emphasis of this element of the sub-program is on facilitating the flow of unpublished material on curriculum development, teaching and learning materials from the CDC and other publishers will be included in the collection.

This first element of the CIS will require the full-time employment of two seconded officers in addition to current permanent Centre staff.

(b) Interchange of State Media Centre Materials

This element aims to increase the use by other education systems of appropriate audiovisual teaching materials produced by a particular system, and to identify what is already available when curriculum projects are being planned. It will include the development of a national catalogue of materials produced by State Media or Audio-Visual Centres. Parts of the current output of State Media Centres may also be further developed to meet the needs of special groups or subject areas; for example, to meet the needs of isolated children.

The operation of the interchange will be assisted by meetings of State supervisors of media/audio-visual/educational technology services (the services are variously named in the States). Working parties will be established to investigate the adaptation and creation of materials suitable for use individually by isolated children or by teachers in isolated schools, to work towards agreed equipment standards and to solve problems posed for the interchange of materials between States by different approaches to copyright clearance.

The interchange has the support of all State Education Departments and will be conducted initially on a trial basis, for three years, mainly by seconded staff.

(c) Register of Curriculum Development Projects and Developers

This element involves the regular collection, collation and publication of information about current curriculum projects in Australia, and a directory of people working on projects or undertaking curriculum research.

The first survey has been completed and the manuscript is being published. A second edition will be prepared in 1979.

(d) Register of Teacher Education Courses

This element will involve the regular collection, collation and publication of basic data on curriculum related courses in tertiary institutions.

The first edition of the *Register* was produced on microfiche in 1977. A survey on which the second edition will be based will be conducted in mid-1978.

(e) Library Services

The library in the 1978-80 triennium will continue to develop a comprehensive professional collection of overseas and Australian books, periodicals and other materials to provide support for Centre staff, committees, study groups and project teams. This will include an internal bibliographic reference and abstract service and the Library's participation in establishing a library network to maintain inter-library links in the curriculum field. (See also Data-Base Development.).

(f) Data Base Development

The CDC has become a member of AUSINET, a library-oriented computer-based information retrieval system. It is planned to use automatic data processing available through the network to:

- facilitate the compilation of special purpose bibliographies, reviews and other publications of the Information Centre
- handle the volume of material and information anticipated for the comprehensive CIS
- provide easy access to and from other data-bases within and outside Australia
- provide links with other Australian organisations with related information needs and activities

CDC Library

(g) Curriculum Materials Profiles

A manual is being prepared for establishing the criteria, formats and procedures for preparing descriptive profiles for curriculum materials. These descriptive profiles may be used for all reviewing methods from 'armchair' reviews to comprehensive field trials. The use of the manual will facilitate the later introduction of a data-base of analyses and evaluations of curriculum materials. A national workshop is planned as part of this activity. The completion of this activity will make possible the compilation of an Australian Curriculum Materials Index.

The Council of the Centre will be advised during the latter stages of the trials of the CIS in 1978 by the Study Group on the Feasibility and Mode of Operation of the CDC Information Service. The Study Group will have access to evaluation data gathered during the trials and to the results of research conducted to assist in the planning of the comprehensive CIS. Once the pilot stage of the service has been assessed decisions will be required regarding future activity in the whole area of curriculum information exchange.

2.1.2.4 General

(a) Relations with Community Groups, Industry and Commerce

Ways will be explored of establishing links with groups in industry, commerce and the general community who have a major interest in the educational service. Apart from creating links which may be of value to Centre projects, these groups will be asked to contribute to the Curriculum Information Service (CIS).

(b) Working Links with Overseas Curriculum Agencies

The Centre has begun to take part in international programs, and is establishing a number of working links with individual curriculum development and curriculum information overseas. Amongst these are; Research and Development Centres and Regional Centres (U.S.A.), NCERT (India), SEAMEO/RECSAM (S.E. Asia), Ministry of Education, France, OECD (Paris), Schools Council (U.K.), Resources for Learning Project (U.K.), EDISTE/UNESCO (Paris), IBE/UNESCO (Geneva). Related to this activity is the 'Pacific Circle' Scheme, which involves both the interchange of curriculum materials, and the building up of co-operative curriculum projects among the five OECD member countries bordering the Pacific Ocean. (See Section 2.3.8 International and Intercultural Education.)

2.1.3 Field Services Summary and Budget Notes

1. Field Development

(a) Project Dissemination
(b) Dissemination Study
(c) Field Services Standing Committee
(d) Dissemination of CDC Publications
(e) Parent, Teacher and Student Involvement

2. Professional Development

(a) SBCD Teacher Education Materials Project
(b) Standing Conference on Curriculum Development
(c) Summer Workshops in Curriculum Development

3. Curriculum Information Service

(a) Interchange of curriculum documents
(b) Interchange of State media centre materials
(c) Register of curriculum development projects and developers
(d) Register of teacher education courses
(e) Library services
(f) Database development
(g) Curriculum Materials Profiles project

4. General Activities

(a) Relations with community groups, industry and commerce
(b) Working links with overseas curriculum agencies.

Notes

To project dissemination expenditure can be added that proportion of the publications vote allocated to materials production and dissemination.

2.1.4 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
FIELD SERVICES

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
1.	**Field Development**							
(a)	Project Dissemination†	–	†13,000	13,000	13,000	20,000	20,000	79,000
(b)	Dissemination Study	–	1,500	1,000	1,000	1,000	1,000	5,500
(c)	Field Services Standing Committee	4,000	5,000	5,000	5,000	5,000	5,000	29,000
(d)	Parent, Teacher, Student Involvement		2,500	2,500	3,000	3,000	3,000	14,000
2.	**Professional Development**							
(a)	School-based curriculum development project	16,000	10,000	10,000	15,000	15,000	15,000	81,000
(b)	Standing Conference on Curriculum Development	15,300			2,000	18,000		35,300
(c)	Summer Workshop	–		15,000		15,000		30,000
3.	**Curriculum Information Service**							
(a)	Document Interchange	4,700	5,000	10,000	12,500	12,500	12,500	57,200
(b)	State Media Centre Interchange	25,000	20,000	20,000	20,000	20,000	20,000	125,000
(c)	Register of Projects		1,000	1,000	6,000	1,000	1,000	10,000
(d)	Register of Courses		1,000	1,000	1,000	1,000	1,000	5,000
(e)	Library	9,000	10,500	10,500	11,500	15,000	15,000	71,500
(f)	Database Development	11,500	15,000	15,000	15,000	15,000	15,000	86,500
(g)	Curriculum Profiles		3,000	3,000	3,000	3,000	3,000	15,000
4.	**Joint Projects**							
(a)	Relations with Community	1,400	1,500	1,500	1,500	1,500	1,500	8,900
(b)	Relations with Overseas Centres	500	4,000	4,000	4,000	4,000	4,000	20,500
SUB-TOTAL		87,400	93,000	112,500	113,500	150,000	117,000	673,400
PROJECT MANAGEMENT (incl. Advisory Panel)		4,000	4,000	4,000	4,000	4,000	4,000	24,000
TOTAL		91,400	97,000	116,500	117,500	154,000	121,000	697,400
STAFFING	a) Centre	7 (1)	10 (1)	10 (1)	11 (1)	11 (1)	12 (1)	
	b) Seconded	2	2	2	2	2	2	

†Does not include funding for any publishing arising from Dissemination – Funded under Publications

2.2 STUDIES AND INQUIRIES

2.2.1 Rationale and General Description

The Studies and Inquiries sub-program provides and co-ordinates support services for all Centre activities having a research component, undertakes research studies and incorporates the Centre's work on evaluation.

Studies and inquiries have been undertaken to date in relation to project and materials evaluation, aspects of field services and specific problems and issues including proposed changes in the States in curriculum organisation and school functions. The Centres study groups (See Appendix B) are a form of research and are themselves generating additional research requirements. Studies and inquiries officers are involved in the establishment of study groups, in association with area co-ordinators and other staff.

In all areas in which the Centre is working or proposing to work there is a variety of research needs to be met. Details of projects designed to provide information for planning of possible CDC initiatives such as the Geogsearch Project, the History Curriculum Project, etc. are given in the Annual Report. Future projects of this nature, normally called 'seed projects', will be supported by Studies and Inquiries and undertaken in association with appropriate co-ordinators.

In-house projects by CDC staff have included papers written in response to requests from other organisations. Such limited studies can be carried out by staff and this practice will be continued where possible. In addition, staff will continue to work with the Education Research and Development Committee, the Schools Commission, Research Branches of State Education Departments, tertiary institutions, the ACER and other bodies on projects of national interest and significance. Where an independent assessment of a research or evaluation study is essential, this will be commissioned outside the centre.

As acknowledged in the Act, the Centre cannot work effectively and efficiently without a research component to its activities. This component has not been developed in isolation since close liaison is maintained with many different Federal and State agencies. There is a further need, which arises from the PPBES system, for the Centre to undertake self monitoring and self evaluation exercises and to use the results in its ongoing planning and development.

Research in the Centre will be essentially forward looking, providing information for decision-making. Studies must be planned, therefore, which look beyond the present triennium and seek to lay a foundation for future activity. These studies will be directed towards areas of CDC interest likely to emerge in 1979-1980 and beyond. It is evident that these new directions will include a greater emphasis on primary education, the transition from school to work and whole school curriculum planning.

Working through in-house or commissioned studies, the Centre will continue research of three main kinds:

- Empirical and conceptual studies in issues, themes, problems
- Curriculum evaluation studies
- CDC program monitoring

These three areas are interwoven throughout the program. Empirical and conceptual studies are designed to report on secondary education and to expose issues of fundamental importance. Evaluation studies will relate specifically to Centre projects. Monitoring studies provide information which supports flexibility in the Centre's program.

2.2.2 Empirical and Conceptual Studies in Issues, Themes, Problems

Studies will be undertaken in fundamental curriculum issues, current and recent curriculum trends in Australia, overseas developments, trends and thinking in curriculum theory and the exploration of future options and alternative models for school curricula. Work of this kind will underpin the Centre's development projects by providing an empirical and conceptual basis for practical initiatives, together with information for curriculum decision-makers on problems which require attention.

The trends towards school-based curriculum development and the greater involvement of the community in decision-making, the current debate on educational standards and the need for whole curriculum planning are some of the factors which will be taken into account in the design of research studies and projects. Both the in-house and commissioned studies are part of this work, but in each case CDC staff will be involved in the planning and management of the projects.

Three kinds of studies will be undertaken:

- studies into what is happening in school curriculum
- studies of curriculum models (conceptual and evaluative studies)
- studies arising out of the study group reports and Government activities (Royal Commissions, departmental inquiries, etc.)

2.2.2.1 The Current Situation in Schools

Empirical studies are required to give a picture of what is happening in school curriculum at the present time and to identify trends likely to continue into the next five to ten years.

Studies under consideration include a comprehensive review of materials, policy documents, case studies of schools, research reports, syllabuses and course outlines, as well as submissions to educational inquiries and commissions, supplemented by interviews with curriculum consultants and others to give an overall picture of secondary schooling in Australia. Investigations will be made into the hypothesis that the cultural, social and economic contexts of the curriculum significantly affect the learner's capacity to benefit from schooling. Some studies will be commissioned out to States and to tertiary institutions for identification and analysis of significant documents and the mounting of observational studies and surveys of schooling.

2.2.2.2 Conceptual and Evaluative Studies

Developmental, interpretative and critical studies relating to future options and practical curriculum alternatives will be undertaken as a basis for future planning. This strand of the program will have relevance to CDC program planning within and beyond the trien-

nium. Clearly, it relates closely to the above study area since the studies envisaged will not be undertaken in the abstract but in the context of Australian schooling.

These more theoretically oriented studies, which in many instances might be of a relatively short duration, will take into account curriculum change outside Australia, the historical background to and evolution of curriculum in Australia and alternative forms of schooling. The major part of the studies will be directed at formulating future curriculum options and examining ways of moving from the present situation into new and better curriculum structures. These studies will focus on the assessment of ideas and practice with a definite view to informing decision makers.

Proposed studies will be undertaken in several ways: by commissioning out to tertiary institutions, State departments and other organisations, through think-tanks and working conferences; and by in-house investigation. The latter will depend on the extent to which the Centre is able to attract researchers on secondment or attachment from States, tertiary institutions, etc.

The major program for 1978 will centre on the work of the National Working Party on Core Curriculum. This program, entitled Core Curriculum and Values Education, will focus on learning experiences common to all students and the universal outcomes of schooling. It will consist of several activities proceeding concurrently:

- the formation of a national working party to consider the concept of core curriculum, to overview major issues and trends in contemporary Australian culture and to analyse ways and means of developing curriculum guidelines and exemplars
- a commissioned study of research documenting theory and practice in core curriculum and values education, aimed at assessing, synthesising and interpreting findings in the light of Australian schooling
- a commissioned study of examples of core curriculum innovation and values education practice in selected Australian schools
- a commissioned study of the functions of core curriculum with particular reference to pupils' perceptions of the world, their status in it, and their views of the relevance and significance of schooling

Curriculum models and processes developed in these conceptual studies will have to be further developed and evaluated in practical situations. The Centre will be identifying and supporting individual or groups of schools willing to:

- develop alternative curricula
- to introduce new programs, examine practical implications and problems
- work out new teaching strategies and modes of school organisation
- assist in identifying the support structures needed for the development of these programs. (See also Section 2.1 Field Services).

2.2.2.3 Studies Arising out of Study Group Recommendations and Government Activities

Many suggestions for research are being put forward by CDC study groups. These are being discussed with ERDC with a view to funding by that organisation or joint funding. It may be assumed that some research studies, at least those relating closely to development projects, will be undertaken by the Centre. Others, it is hoped, will be supported by ERDC or other bodies. A careful selection will have to be made, consistent with the Centre's own objectives and priorities and its capacity to undertake the work proposed.

2.2.3 Curriculum Evaluation Studies

Evaluation studies are required in support of the Centre's development projects and other of its functions. These include:

- project evaluation
- materials evaluation
- teachers as evaluators

A Publication in the CDC Professional Series

2.2.3.1 Project Evaluation

The Centre itself must maintain oversight of the evaluation of CDC projects. Arrangements for project evaluation are expected to take three forms:

- Evaluation may be arranged by CDC staff members. For example, at the present time the Centre is arranging for the evaluation of the Language Development Project and for assistance with the evaluation of the High School Law Education Project. (See Sections 2.3.4 and 2.3.5.) Staff will assist in initial evaluation design of these projects, but generally will not play a leading part in the evaluation itself
- Evaluation may be conducted by the project staff with advice where needed from CDC staff
- An independent outside organisation may be commissioned to conduct the evaluation or design the evaluation procedures. This method will be used mainly for large projects, whose independent assessment is seen to be particularly desirable or where the project requires new methods of evaluation and thus involves a research component in the evaluation study

In all future major projects, evaluation procedures will be built in from the start and a CDC staff member assigned to advise and assist in monitoring. Cost of the evaluation, including the commissioning of outside evaluators where appropriate, will be included in project proposals before they are submitted to Council for final approval. Staff will assist in the early design stages and in interpreting results.

Some, but not all, projects will require evaluation of the dissemination phase and the use of materials produced by the project. The Social Education Materials Project is one such example. Here the project will not be complete without the evaluation of the dissemination plan and subsequent modification if shown to be necessary. In addition, the Education Research and Development Committee (ERDC), in liaison with the CDC, is supporting a project studying the teaching of social science in a number of schools. This study will provide information on how teachers use SEMP materials and what changes occur in the teaching of social science in schools as a result.

Some programs initiated by the National Committees (ASCC, NCET, NCSST) will continue as part of CDC development programs. Their work represents a unique approach to curriculum development in Australia and an overall evaluation, in the form of a critical history has been commissioned by the Centre.

2.2.3.2 Materials Evaluation

The Centre is involved in assessment of curriculum materials both at the request of outside agencies and arising from Centre activities.
The Centre will continue to undertake work of this kind although the amount is strictly limited by resources available. A small budgetary provision has been made to meet some of these requirements.

2.2.3.3 Teachers as Evaluators

A project designed to implement a number of recommendations of the Curriculum Evaluation Study Group and focusing on the role of teachers as evaluators has been funded. The project is jointly supported by the ERDC and the CDC with the project staff located at the Canberra College of Advanced Education. State Departments of Education will make major contributions to the work of the project. The overall aim of the project is to increase teacher competence in and commitment to curriculum evaluation
The project will:

- prepare resource materials, guidelines and information on evaluation procedures in a form which may be used by in-service education workshops of key groups of teachers in schools
- initiate a program of workshops to trial and review the materials produced
- publish case studies in evaluation illustrating the use of a variety of methods at the system, school, program and individual levels

2.2.4 CDC Program Monitoring

One of the consequences of adopting a PPBES approach is that institutional and organisational evaluation will increase in scope and scale. The progress of the program must itself be monitored and this will require both the construction and implementation

of detailed reporting and information systems and the development of criteria and processes for assessing on-going performance. Work currently being undertaken in the Centre on systems management and control will greatly facilitate this self evaluation and will contribute to the professional development of Centre staff. Further specification of criteria and of the procedures for monitoring and assessing progress will be undertaken with the assistance of Studies and Inquiries staff.

2.2.5 List of Projects and Topics

Empirical and Conceptual Studies

1. Empirical Studies

Conceptual Studies

2. Core curriculum working party
3. Core curriculum – commissioned studies
4. Pilot study of support structure for school-based curriculum development
5. Other emerging themes
6. Practical implementation, development and evaluation of curriculum models arising out of conceptual studies
7. Determining future priorities for projects and programs

Curriculum Evaluation

8. Evaluation of CDC projects
9. Materials evaluation
10. Teachers as evaluators

CDC Program Monitoring

11. Sub-program evaluation

2.2.1.3
SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
STUDIES AND INQUIRIES

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
1.	Empirical Studies		3,000	3,000	3,000	3,000	3,000	15,000
2.	Core Curriculum Working Party	7,000	7,000					14,000
3.	Core Curriculum – Commissioned Studies	28,000	8,500	5,000	7,500			49,000
4.	Pilot Study – support structure for school-based curriculum development	6,852	13,500					20,352
5.	Other Emerging Themes		5,000	5,000	7,500	7,500	7,500	32,500
6.	Practical implementations, development and evaluation of curriculum models arising out of conceptual studies			5,000	10,000	10,000	15,000	40,000
7.	Determining future priorities for projects and programs		1,500	1,500	2,500	2,500	2,500	10,500
8.	Evaluation of Centre projects	20,000	20,900	10,000	10,000	10,000	10,000	80,900
9.	Materials Evaluation	400	400	400	400	400	400	2,400
10.	Teachers as Evaluators	16,000	15,000	15,000	12,000	5,000		63,000
11.	Sub-program Evaluation	1,000	1,000	1,000	1,000	1,000	1,000	6,000
SUB-TOTAL		79,252	75,800	45,900	53,900	39,400	39,400	333,652
PROJECT MANAGEMENT (incl. Advisory Panel)		5,000	5,000	3,500	3,500	3,000	3,000	23,000
TOTAL		84,252	80,800	49,400	57,400	42,400	42,400	356,652
STAFFING	a) Centre	1	2	2	2	2	2	
	b) Seconded							

2.3 DEVELOPMENT AREAS

Overview and Rationale

Development projects aimed at designing, producing, trialling and publishing curriculum resource materials are a large, visible part of the Centre's activities. This section of the report outlines the Centre's ongoing and planned materials and process development projects.

A number of important issues and constraints have influenced the planning of development projects:

- This sub-program is a direct outcome of the Centre's continuing, co-operative review of issues, needs, trends and available resources in school curriculum
- Development must relate to research and to the requirements and characteristics of the ultimate users of the Centre's program, insofar as these may be known in advance
- The sub-program recognises the need for further professional development of teachers, both those now in training and those currently in service
- There is a need to concentrate and consolidate projects, to build up existing strength and to maintain continuity of effort rather than making heavy commitments in quite new areas
- The sub-program acknowledges the major, nation-wide move towards school-based curriculum development. However, successful projects require the involvement of several levels of the educational system and depend upon the supply of appropriate resources. (See section 2.1.2.2).
- The sub-program accepts the need to establish projects both in subjects and subject areas and on topics such as learning and teaching resources, sequencing of learning activities, teacher-pupil interaction, organisation of the learning situation, and the teacher's general approach to children and teaching
- There is acceptance in the sub-program of the influence of the cultural and social environments on educational decision-making, especially the perceptions and expectations different groups of people have concerning the work of teachers and schools. Thus parental, employer and wider community expectations have been considered in formulating the sub-program
- The sub-program attempts to identify projects which involve a reorientation of thinking towards the development of teaching and learning experiences within broadly defined and fundamental modes or forms of human experience rather than more traditional subject or content-oriented programs.
- The sub-program seeks to build alongside and upon curriculum development work being undertaken by a considerable number of agencies in Australia, at regional, State and Federal levels, and in countries overseas. By emphasising joint ventures, the sub-program aims to increase co-operative development.

The development areas below cover a large territory and include both ongoing projects (see also Appendix B) and proposed new projects or project areas. All materials and process development projects at present envisaged fall under one or other of these

categories. It will be important, however, to maintain sufficient flexibility to delete or add to the list of specific projects according to changing circumstances.

Development Areas

Aboriginal Education
Arts Education
Career Education
Communications in English Language and Visual Education
Cultural and Social Education
Environmental Education
Health, Physical and Recreation Education
International and Intercultural Education
Science, Mathematics and Technology Education
Special Education
Other projects

For each development area, a brief rationale and description is provided and each is accompanied by an analysis of proposed resource allocations into major, minor and provisional projects. Most areas are co-ordinated by either a permanent or a seconded member of staff. External advisory panels are being established in many areas to assist in project planning and review.

The program monitoring described in 2.2.4 will provide progress and management information on individual development projects.

2.3.1 Aboriginal Education

2.3.1.1 Rationale and General Description

The Interim Council included education of and about Aborigines in its earliest priorities and the Council has continued this commitment. Two of the first funded projects were an annotated *Aboriginal Studies bibliography* and a multi-media kit of materials entitled *'The Aboriginal Australian in North Eastern Arnhem Land'*. Both of these projects are nearing completion and will be published respectively in 1978 and 1979.

The Centre's activity in Aboriginal education is closely related to that being undertaken by a wide range of education authorities and bodies in several States and Territories and the National Aboriginal Education Committee. It will remain open and responsive to changing perceptions of the most constructive and practical approaches in an area where opinions differ about ways and means, but not about the need for action. Endorsement of the Centre's current and proposed program is indicated by the extensive liaison and co-operation offered by many organisations, groups and individuals involved in Aboriginal education.

There is an expressed concern by many of these bodies that too little is being effected in curriculum development for Aborigines, and that the Centre should be more involved in this process (See Appendix B for list of current projects). However, with limited resources and a need to develop its programs in full acknowledgement of what other bodies are undertaking or planning the centre intends to focus its activities through two major and three minor programs.

2.3.1.2 List of Projects

A. Major Projects

- English Language Materials for Aborigines
- Aboriginal Culture Materials Project

B. Minor Projects

- Manual of Activities and Ideas for Teachers Working in Aboriginal Schools
- The Australian Aboriginal of North East Arnhem Land
- English and the Aboriginal Child

In addition, especially in the last year of the triennium, new initiatives may be expected to result from the advice of the Centre's newly established Aboriginal Education Advisory Panel.

A. Major Projects

The English Language Materials for Aborigines project is co-ordinated by the Centre and aims to achieve the development of:

- a kit for teacher education
- in-service training programs for teachers using English as a Second Language materials for Aborigines

- an oral language program integrated through pre-school, infants and primary levels
- a core reading program for use from pre-school to primary with supplementary readers
- pre-reading material and supplements
- adult materials (as established by detailed investigation)

This project will be undertaken in close association with the Centre's Language Development Project (see Section 2.3.4).

A Project Officer has been seconded from the Aboriginal Education Branch of the South Australian Education Department for two years from November 1977 to complete phase I of the project (national trialling and evaluation of existing materials, survey of needs including those of adults, and specification of developmental tasks) and initiate phase II (development of the materials, local and national evaluation, implementation, publication and dissemination).

The Aboriginal Culture Materials project aims to ensure the availability of a wide range of resources in different media, with a comprehensive guide for teachers suggesting how resources may be organised to create learning experiences and ways of handling controversial issues. It will include a detailed bibliography relating to the establishment of Aboriginal studies programs at all levels. The project involves:

- colligation, co-ordination and analysis of a wide range of resources produced by education systems, government departments, Aboriginal organisations, commercial publishers and the Centre
- production, or assistance in the production, of a wide range of resources including student and teacher materials, videotapes and audiovisual kits at a number of levels in conjunction with and with the assistance of other interested bodies
- trialling and evaluation of resources
- production of a comprehensive guide, teachers guide and bibliography of resources
- review of teacher development requirements

B. Minor Projects

The manuscript for the *Manual of Activities and Ideas for Teachers Working in Aboriginal Schools* will be finalised for publication during 1978. This manual will provide a resource book for curriculum development and school programming in manual arts, home economics and community-based school projects for use by teachers in Aboriginal community schools throughout Australia.

The Australian Aboriginal in North Eastern Arnhem Land is a multi-media kit designed for upper primary/secondary students. It has been planned as a self-contained unit suitable for use in all kinds of classrooms. Small units of work, individually packaged and grouped into modules, have been prepared to permit maximum versatility in the use of the materials and to cater adequately for pupils of differing abilities and attainments.

A team from the University of Western Australia is preparing a publication entitled *English and the Aboriginal Child.* The book will be based on the findings of substantial field work with Aboriginal children of primary school age in Western Australia. It will provide teachers at all levels of education and in all States and Territories with a source book on:

- the language problems of Aboriginal pupils
- the teaching of standard English to speakers of non-standard dialects
- improving communication in the classroom.

C. Provisional Projects

Evidence being gathered throughout the States and Territories concerning educational needs of Aboriginal children has resulted in preliminary inquiries and proposals being submitted. These are mentioned here as possible future projects although detailed proposals have yet to be prepared for Council consideration:

- Health Education Program for Aboriginal Community Schools (secondary)
- Maths for Aboriginal Children (primary)
- Bi-lingual Education for Aboriginal Primary Children (as a corollary to the existing second language project – English Language Materials for Aborigines)
- A Feasibility Study for the Development of Community Related Materials

A global sum has been allocated in the budget to meet anticipated needs in these areas.

The development area of Aboriginal education is managed by a staff co-ordinator. Advice will be provided by the recently appointed Aboriginal Education Advisory Panel. Close liaison is maintained with the National Aboriginal Education Committee and this will be further strengthened by the participation of four members of the NAEC in the Advisory Panel.

2.3.1.3 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
ABORIGINAL EDUCATION

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Major Projects							
1.	English Teaching Materials	32,255	20,000	15,000	15,000	15,000	15,000	112,255
2.	Aboriginal Culture Materials	32,500	28,000	28,000	28,000	28,000	-	144,500
	Minor Projects							
3.	Aboriginal Australian in N.E. Arnhem Land	7,403						7,403
4.	Manual of Activities and Ideas	–	–	–	–	–	–	–
5.	English and the Aboriginal Child	17,339	5,200					22,539
	Provisional Projects	9,500	12,500	12,500	50,000	50,000	50,000	184,500
SUB-TOTAL		98,997	65,700	55,500	93,000	93,000	65,000	471,197
PROJECT MANAGEMENT (incl. Advisory Panel)		5,000	5,000	5,000	5,900	5,950	5,000	31,850
TOTAL		108,997	70,700	60,500	98,900	98,950	70,000	503,047
STAFFING	a) Centre b) Seconded	2	2	2	2	2	2	

2.3.2 Arts Education

2.3.2.1 Rationale and General Description

The Council early acknowledged the need for development work in the arts curriculum and the Study Group in the Expressive Arts was one of the first study groups formed by the Centre. It was set up to examine the areas of arts education most in need of CDC consideration. On the basis of the group's recommendations and in consultation with the Schools Commission and Australia Council Joint Study of Education and the Arts, and with State and Territory Departments of Education, a major project for this area has been developed and supported.

2.3.2.2 List of Projects

A. Major Project

The major focus of the Arts Education program is the *Multi-Arts Project.* The project aims to:

- provide a rationale for multi-arts programs in schools
- involve a group of workshop leaders who are experts in the major art forms — drama, writing, visual arts (including film), music (sound), and dance (movement) — who will work with teachers to extend experience and provide a support system for implementing new ideas in the classroom
- involve teachers in planning, implementation and evaluation phases of the curriculum development process
- design situations allowing opportunity for creative and integrative activities in the arts for teachers and students
- evaluate the significance of the activities and their implications for arts education
- evaluate and document the curriculum development process in print and audio-visual media
- design curriculum guidelines for a multi-arts program
- disseminate a rationale paper, research survey, curriculum guidelines, evaluation findings and audio-visual material on the program

The project is being planned by the Centre's arts education co-ordinator, State Departments of Education, teachers, advisory staff, and community arts people. It involves the Centre's co-ordination of project teams located in three States (N.S.W., S.A., W.A.). The project will be evaluated in order to provide a basis for a possible enlarged second stage of the program.

The project will proceed at the school level through one cluster of primary and secondary schools in each of the three participating States. The schools will work on processes and materials within and across several art forms.

A further part of the project is the documentation of a range of school programs in 'multi-arts', 'integrated arts', 'related arts' or 'combined arts' will be carried out. The survey will collate existing information and document projects so far unmonitored. Analysis and interpretation of data in the light of the present project will be an important part of this survey.

In seeking a possible basis for multi-arts programs in schools, a paper has been commissioned and will be made available to teachers and other educators planning multi-arts programs.

Funding of the project has been approved in principle by the Council, for an initial two year period.

B. Minor Project

The Institute of Art Education in Victoria has been funded to prepare a *National Exhibition of Child Art* to be held in conjunction with the International Congress of INSEA (International Society for Education through the Arts) in Adelaide, August 1978. Curriculum statements, teacher programs, individual children's artwork, video tapes, slides, research and innovation from all over Australia will be represented at the exhibition.

C. Provisional Projects

An increasing amount of evidence gathered throughout the States and Territories (including the recently published *Education and the Arts* study from the Schools Commission and Australia Council) indicates that the Curriculum Development Centre has an important role to play in supporting proposals in the following areas:

- dance education
- media education (film, video, broadcasting)
- drama education
- popular arts
- music education
- creative writing
- further development of multi-arts projects

These are possible projects areas. Detailed proposals have yet to be developed for Council consideration.

The Centre has a part-time co-ordinator of arts education who will lead the Multi-Arts project and is assembling an Arts Education Advisory Panel.

Photograph — National Library of Australia

2.3.2.3 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
ARTS EDUCATION

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Major Project							
1.	Multi-Arts Project	7,000	50,000	50,000	100,000	10,000	4,000	221,000
	Minor Project							
2.	INSEA Child Art Exhibition	15,000						15,000
	Provisional Projects							
SUB-TOTAL		22,000	50,000	50,000	100,000	10,000	4,000	236,000
PROJECT MANAGEMENT (incl. Advisory Panel)		3,000	4,500	4,500	6,500	4,500	200	23,200
TOTAL		25,000	54,500	54,500	106,500	14,500	4,200	259,200
STAFFING	a) Centre b) Seconded	(1)	(1)	(1)	(1)	(1)	(1)	

2.3.3 Career Education

2.3.3.1 Rationale and General Description

In view of the pending Report of the Committee of Inquiry into Education and Work (Williams Committee), and the recent OECD review of national policy regarding education and employment, major decisions about specific projects in this area will be postponed until at least the end of the first year of this triennium.

In the interim, the Centre funded a National Career Education Conference which was held in May 1977, where those concerned with career education in Australia met to exchange ideas and experience, disseminate information, stimulate public awareness, and initiate discussion pertaining to curriculum development in this area. A full report on proceedings and findings has been published and the Centre has also received a submission outlining the seminar's recommendations for future action. These recommendations will be taken into account in preparing Centre programs for this area.

Provisional Projects

The main project in this area will incorporate recommendations from the CDC funded National Career Education Conference. Other possible future projects include the convening of a Study Group on Career Education, and a feasibility study concerning the development of a computer-based careers information and careers education system which is based on conference recommendations.

The Centre has no co-ordinator in this area and has no immediate plans for establishing an advisory panel. However, the Centre will aim to attract, on secondment, a career education co-ordinator to assist in project planning.

2.3.3.2 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
CAREER EDUCATION

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Provisional Projects	1,000	15,000	15,000	20,000	10,000	10,000	71,000
SUB-TOTAL		1,000	15,000	15,000	20,000	10,000	10,000	71,000
PROJECT MANAGEMENT (incl. Advisory Panel)			500	500	2,500	500	500	4,500
TOTAL		1,000	15,500	15,500	22,500	10,500	10,500	75,000
STAFFING	a) Centre b) Seconded							

2.3.4 Communications in English Language and Visual Learning

2.3.4.1 Rationale and General Description

The area of communication is fundamental to the whole school curriculum. The use of the term 'communication' gives rise to questions on both the scope of the area and modes of operation within it. These questions include:

- the role of the learner as receiver and producer of communications as opposed to the concept of the learner as a recipient of received bodies of knowledge
- the role of language as a means of communication and its relationship with expressive arts
- the specific contributions of visual communication to learning etc

In seeking to elucidate and promote the 'communicative competence' of students, educational agencies need to see the individual in context. This implies an explicit concern with interpersonal communication and communication within groups – and the consequent need to encompass the various facets of communication such as non-verbal signalling patterns and cognitive styles. The Centre will not have the resources to undertake work programs in all areas of communication even when restricted to English language and visual learning, so a set of priorities has been determined.

The initial and current emphasis for work in this area has come from the National Committee on English Teaching whose main objectives were:

- to promote research and experiment in order to facilitate the development of curricula and associated materials
- to collect, exchange and disseminate information on developments in the learning and teaching of English in Australia
- to consider the education of teachers

The Centre has developed a set of program objectives which acknowledge that the NCET ceases to exist after June 1978, and which recognises a continuing need for development in the communication area including:

- further development of a coherent theory of language education as a basis for curricula and materials
- liaise with State education departments and professional associations in language research, curriculum planning, the production of materials, in-service education, teacher education, advisory language services, and in making use of the resources available in Australia
- further definition and study of the language needs both within education and in the community as they relate to school language policies and curricula and materials, including reading and writing competencies, and liaison with appropriate bodies (e.g. ERDC) in defining appropriate research project
- maintenance of a collection of research papers, publications, curricula and materials, and the employment of educational writers to make this material available to teachers and other groups in suitable forms
- initiation of national projects in research, materials, film and other media, national conferences and in-service courses.
- advice on the current needs in language research as a basis for curricula
- development of experimental curricula and related materials for trial and evaluation as needed and the marketing of such materials

More broadly, the Centre will become involved in other projects relating to communications, especially ways of improving the communication skills and awareness of young adolescents. These projects will be related to studies recently completed or under way in visual learning, and in the expressive arts.

2.3.4.2 List of Projects

A. Major Projects

- Language Development Project
- Visual Education Curriculum

B. Minor Projects

- Teacher Education Survey
- Role of Language in Learning Working Party
- Talking Books Study
- Film Productions

A number of other projects may be developed later in the triennium. However, definite proposals are still to be prepared for submission to the Council.

A. Major Projects

The Language Development Project commenced in February 1977 with a Phase I exploratory program. Phase I was completed through a national conference in January 1978. The project aims to provide teachers with a statement about language development, a conceptual framework for the teaching of English language and materials and processes for use in classrooms. Planning of Phase II will be completed by mid 1978 when it is expected that a major project of not less than five years' duration will be funded.

The Centre has supported two projects which relate to visual learning. The first, 'Development of Visual Learning at the Primary Level' at La Trobe University, has been completed. The second, at Salisbury College of Advanced Education, was a feasibility study into the development of curriculum materials to improve the 'visual literacy' of students.

Following Dr Deane Hutton's preliminary work a *Visual Education Curriculum Project* has been funded. This project aims to develop specific guidelines for teachers, lesson plans, instructional materials and student activities. The precise details will be developed within a theoretical framework consisting of the three interacting components in visual education: visual perception, visual imagery and visual expression. It is envisaged that the materials to be developed will be used across the school curriculum and will help restore balance to many curricula heavily weighted towards verbal rather than visual learning.

B. Minor Projects

A Teacher Education Survey, concerned with the initial training and further education of teachers of English/Language/Arts, has been undertaken by the NCET. The report of this survey will provide a descriptive overview of awards, teaching patterns, course con-

tent, school experience and evaluation strategies in Australia, North America and the United Kingdom. The draft report should be available in mid-1978.

The Centre is supporting a national working party on *The Role of Language in Learning* to offer advice to other subject bodies on the role of language in learning and to make suggestions about teaching techniques and materials based on evidence from existing State projects.

The Talking Books Study has been examining the effectiveness of the 'talking book' approach developed for use by poor readers. This has involved studying the feasibility of having small numbers of poor readers in a class use 'talking books' while the remainder of the class use the equivalent print materials in the usual way. Results of the evaluation of this project should be available during 1978.

The major *film* program commissioned by the NCET in co-operation with the Commonwealth Department of Education is nearing completion. To date, Film Australia has produced: *Language at Twelve, The Goodmans, Walter and Milly* and *Talking Shop.* To be completed during 1978 are *Parent-Child Language* and *The Teacher as a Classroom Researcher.* Funds for film productions are included under the Publications budget. budget.

C. Provisional Projects

A number of possible development areas, for which proposals for consideration by Council may be developed include:

- a language and community project
- Australian literature project
- parent and child language materials
- migrant literacy
- Australian language materials project

The Centre has a co-ordinator of communications and is establishing an Advisory Panel.

2.3.4.3 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
COMMUNICATIONS IN ENGLISH LANGUAGE AND VISUAL LEARNING

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Major Projects							
1.	Language Development	24,500	25,000	25,000	25,000	25,000	25,000	149,500
2.	Visual Learning Project	100,800	39,700	42,000				182,500
	Minor Projects							
3.	Teacher Education Project	28,000						28,000
4.	Role of Language in Learning	5,000	6,200	6,000	6,000			23,200
5.	Materials in Sound of Australian Speech	3,700	23,400	13,700	13,700			54,500
	Provisional Projects	25,900	5,000	5,000	20,300	34,000	34,000	124,200
SUB-TOTAL		187,900	99,300	91,700	65,000	59,000	59,000	561,900
PROJECT MANAGEMENT (incl. Advisory Panel)		1,800	5,500	5,500	5,000	4,500	4,500	26,800
TOTAL		189,700	104,800	97,200	70,000	63,500	63,500	588,700
STAFFING	a) Centre	2	2	2	2	2	2	
	b) Seconded	1	1	1	1	1	1	

2.3.5 Cultural and Social Education

2.3.5.1 Rationale and General Description

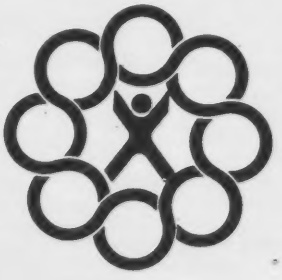
By combining social and cultural education, the Centre intends to interrelate projects which cover a wide spectrum. This includes those secondary school subjects grouped under the heading of the social studies (history, geography, economics, integrated studies, social science, etc.); together with a range of studies such as law, consumer education, etc. which are extending the school curricula; values education which crosses all subject boundaries; religious education and its place in the curriculum; and those studies which focus on cultural processes of communication transmission and change such as mass media awareness. To this area has been added the pilot program of 'Education for a Multicultural Society'. The pilot stage of this project will be completed during 1978 and decisions will be taken then regarding the precise nature and location within the Centre's overall program of particular ongoing projects.

The Centre's investment in social and cultural education has been and will continue to be considerable. As well as the major project SEMP, there have been 'seed' projects in history and geography; proposals for religious education; and a study group formed for consumer education which could lead to future recommendations for the Centre. Furthermore, the Centre's financial responsibility for the National Committee on Social Science Teaching which ceases to exist after June 1978, requires the inclusion of the Committee's projects in the Centre's own overall program. For example, support for the publication *Study of Society* becomes part of the Centre's publishing program.

There can be no doubt that the need to bring about greater social awareness and effective participation in the institutions of contemporary society places a special responsibility on the secondary school to improve its offerings to young adolescents. The Social Education Materials Project, and other projects sponsored through NCSST, have been fundamentally concerned with:

- people as social beings
- developing understanding of contemporary society and the forces shaping the lives of people in that society
- developing skills which will enable informed and responsible participation of students in their society (these skills build on basic communication skills of reading and writing)
- developing of the student as an autonomous human being

SEMP



In order to maintain the SEMP initiative and to support other ongoing projects, the Centre needs to devote substantial resources to this area, particularly as it is proposed that 'Education for a Multicultural Society' should become a major focus for the Centre.

Because of the breadth of this area, activity will be focused on the following major and minor projects with provision for consideration of other projects when proposals are received.

2.3.5.2 List of Projects

A. Major Projects

- SEMP Dissemination
- Multicultural Projects
- High School Law Education Project

B. Minor Projects

- Religious Education
- Skills Development Project
- Consumer Education Study Group
- Primary Social Studies Survey

A. Major Projects

The *SEMP Dissemination Program* is proceeding along the lines of the draft dissemination plan. A Project Officer to evaluate the dissemination phase has been appointed to Alexander Mackie College and the CDC has prepared a set of workshop materials to assist teachers and teacher educators with the use of SEMP materials. The Centre has also developed a public awareness program including parent materials, as part of SEMP dissemination.

Workshops are planned for or have been conducted in all States in 1977-78. The evaluation phase will attempt to assess the effectiveness of workshop strategies at the State, regional and local workshops.

In November 1977 Council accepted *education for a multicultural society* as a theme and authorised production of a program plan and expenditure of up to $150,000 in 1977-78 for pilot projects. A national meeting was convened to consider a draft proposal prepared by the Centre staff. Following the meeting the draft has been revised and passed out for further comment. A staff panel has been constituted to oversee the program.

To date, two projects have been recommended for funding from the 1977-78 allocation:

- *A Feasibility Study for Syllabus, Materials and Methods in the Teaching of Italian, Years 1-4* seeks to build on the experience gained in South Australia in multicultural education and will parallel other exploratory studies into several ethnic community languages and cultures
- A study leading to a Research Project on *Rationale for Education for a Multicultural Society* has been commissioned

The planning of additional projects, including small-scale school-based grants is continuing. The theme of education for a *multicultural society* is to be developed through a

number of projects. In addition to those mentioned here these will be projects on or relating to this theme in the areas of Aboriginal Education, Communication, International and Intercultural Education etc.

B. Minor Projects

A proposal for a *Religious Education Project* has been submitted to the Centre and has been discussed with other interested bodies. It is hoped to second a person to overview the area.

The *Skills Development Project* emanates from the NCSST. This project has involved research into skills required for social science teaching and a series of books, from preliminary or background skills to social skills for teachers and students will be published during 1978.

The Department of Business and Consumer Affairs and the CDC have jointly funded a *Consumer Education Study Group* to overview the area and make recommendations. An interim report should be available in mid-1978.

In addition, the Centre is engaged in a joint project with the Australian Electoral Office to produce classroom materials on Electoral Education.

C. Provisional Projects

With the end of the NCSST it is proposed to continue funding activities for national conferences, either by supporting guest-speakers, etc. or by funding a national conference for educators in the field of Social and Cultural Education. Such a conference is under consideration for May 1979.

Possible future projects arising from NCSST recommendations, and for which detailed proposals are still to be prepared, include the following:

- K-12 programs with an emphasis on the interface of primary and secondary schools and on the essential elements of study of society in these programs
- skills development
- concept development
- valuing in education
- senior social science courses

The foregoing are to be achieved by:

- materials development
- in-service workshops on a national and regional basis
- small scale research and development grants, and
- publications.

Other possible future project areas for which proposals for consideration by Council are yet to be developed include:

- primary social science
- values education
- a home economics study group
- history curriculum
- geography concepts

2.3.5.3 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
CULTURAL AND SOCIAL EDUCATION

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Major Projects							
1.	SEMP Dissemination	32,500	5,000	5,000	5,000	5,000		52,500
2.	High School Law Education	84,235	30,500	–	–	–	–	114,735
3.	Multicultural Projects	150,000	125,000	125,000	200,000	250,000	300,000	1,150,000
	Minor Projects							
4.	NCSST Small Scale Grants	15,000	4,000	4,000	5,000	5,000	5,000	38,000
5.	Religious Education	6,000	4,000	4,000	4,000	15,000	15,000	48,000
6.	Skills Development	8,000						8,000
7.	Consumer Education Study	7,500	3,000	5,000	5,000	5,000	5,000	30,500
8.	SEMP – Evaluation of Dissemination Phase	18,000	17,300	17,500				52,800
	Provisional Projects							
SUB-TOTAL		326,235	196,800	168,500	239,000	300,000	345,000	1,573,535
PROJECT MANAGEMENT (incl. Advisory Panel)		7,800	10,200	8,500	10,000	12,000	13,000	61,500
TOTAL		334,035	207,000	177,000	249,000	312,000	358,000	1,637,035
STAFFING	a) Centre	2	2	3	3	3	3	
	b) Seconded		2	2	2	3	3	

55

2.3.6 Environmental Education

2.3.6.1 Rationale and General Description

Environmentn an area of Centre activity since 1974. Early in 1977 a Study Group on Environmental Education was convened and its report was presented to Council in August 1977. The report contained a range of recommendations for action by the Centre. These recommendations form the basis for the development of programs in the area.

This development is being carried out in close consultation with State and Territory Departments of Education and Environment, the Federal Department of Environment, Housing and Community Development, the Australian Heritage Commission, teacher subject associations, tertiary institutions, community and business groups.

2.3.6.2 List of Projects

There are one major and two minor projects in environmental education.

A. Major Project

Environmental Education Project

B. Minor Projects

Environmental Education Resources ProjectInvestigating the National Estate

A. Major Project

The *Environmental Education Project* is based on recommendations from the Environmental Education Study Group. It aims to support the development of environmental education through existing school subjects. Position papers and descriptive evaluations to assist teachers and schools in formulating policies and programs in environmental education at both primary and secondary levels, are being prepared. In addition, the project will foster discussion papers, case studies, student materials and newsletter items. The project will develop teacher education materials to accompany the discussion and position papers, case studies, descriptive evaluations and student materials; guidelines for in-service activities, and a dissemination program for all publications produced within the project. The project is of two years' duration and commenced early in 1978.

B. Minor Projects

The Centre is jointly funding, with the Department of Environment, Housing and Community Development, the development of student, teacher and resource materials on four aspects of the Adelaide environment – the built environment, the natural environment, aborigines and the environment and decision-making and the environment – in the *Environmental Education Resources Project.* The materials are being developed by the South Australian Council for Educational Planning and Research for use at the Years 7-11 level. They should be trialled in Term III 1978 and published in the

second half of 1979. Materials from this project will form a worthwhile case study of an Australian environment and will provide an exemplar for adaptation to other Australian situations and cities.

A co-operative project is being undertaken with the Australian Heritage Commission. *Investigating the National Estate Project* will produce students' materials for Years 8-10. The materials aim to develop student awareness of the nature and diversity of the national estate, understanding of the aesthetic, historic, scientific and social aspects of the national estate and skills in the identification of the national estate. This is a one year project which will commence early 1978.

C. Provisional Projects

Other projects for which detailed proposals for consideration by Council are still to be prepared will be based on recommendations from the Study Group. These may include a limited range of student materials which:

- will be considered as exemplars for school-based projects
- support undeveloped aspects of environmental education
- involve co-operation between educational personnel and persons outside formal education

Also under consideration is the development of a handbook to assist students and teachers in the improvement of the school environment. This handbook should be relevant to old and new primary and secondary schools, address itself to both permanent and temporary improvements to the built and natural environments, and include parent and community involvement in improvements to the school environment.

The Centre has a co-ordinator of environmental education who is responsible for projects in the area. An Advisory Panel in Environmental Education is to be established in the first half of 1978.

2.3.6.3 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
ENVIRONMENTAL EDUCATION

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Major Projects							
1.	Environmental Education Project	33,400	35,500	37,100	18,400			124,400
	Minor Projects							
2.	Environmental Education Resources Project	16,500	15,000	5,000				36,500
3.	Investigating the National Estate	–	–	–	–	–	–	–
	Provisional Projects				20,000	10,000	10,000	40,000
SUB-TOTAL		49,900	50,500	42,100	38,400	10,000	10,000	200,900
PROJECT MANAGEMENT (incl. Advisory Panel)		2,500	4,600	4,000	4,000	2,500	2,500	20,100
TOTAL		52,400	55,100	46,100	42,400	12,500	12,500	221,000
STAFFING	a) Centre		1	1	1	1	1	
	b) Seconded							

2.3.7 Health, Physical and Recreation Education

2.3.7.1 Rationale and General Description

The Centre funded the Australian Council of Health, Physical Education and Recreation to undertake a preliminary study in the area of physical education. The report of their survey has been received and is being examined. A Study Group in Health Education was established in 1977 and has reported to Council. These reports will be circulated for comment and on the basis of the recommendations and comments received project proposals will be drafted for consideration by Council for a program of work later in the triennium.

The Centre does not have a co-ordinator in this area; nor are there plans for establishing an Advisory Panel. Without the provision of additional resources it will be impossible to mount major work programs. Consideration is being given to the funding of an external project.

Photograph — Australian Information Service

2.3.7.2 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
HEALTH, PHYSICAL AND RECREATION EDUCATION

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Provisional Projects			14,000	25,000	25,000	25,000	89,000
SUB-TOTAL				14,000	25,000	25,000	25,000	89,000
PROJECT MANAGEMENT (Incl. Advisory Panel)				700	1,200	1,200	1,200	4,300
TOTAL				**14,700**	**26,200**	**26,200**	**26,200**	**93,300**
STAFFING	a) Centre b) Seconded							

2.3.8 International and Intercultural Education

2.3.8.1 Rationale and General Description

This sub-program reflects the Centre's interest in the development of curriculum and teaching/learning materials which recognise Australia's external or world relationships (International Education) and relations between groups in Australia whose social, cultural, ethnic, political, economic or other relations and traditions require special consideration in the curriculum (Intercultural Education: See also Cultural and Social Education Section 2.3.5).

The work of the Asian Studies Co-ordinating Committee and existing commitments in the Asia-Pacific region mean that there will continue to be a major emphasis on Asia and the Pacific in the sub-program. However, recognition is also given to the need for research and development in other areas, in particular the Centre's proposed multicultural program and the development of concepts such as 'world studies', and 'European studies'. Such developments will require close co-operation between this sub-program and Cultural and Social Education. The work of this sub-program will involve the Centre in close relationships with both Commonwealth and State governments, and in liaison with overseas agencies.

The Centre has undertaken preliminary investigations into the issue of second language teaching, in particular languages other than English, and further research will be necessary. Developments in multi-cultural education will require considerable work in ethnic languages, as well as the more traditional languages, and the sub-program will continue existing work in Japanese, Indonesian, Chinese and Arabic. The development of knowledge and attitudes about other cultures will be complemented by the development of skills which will assist students to operate competently with individuals and groups from other cultural backgrounds. This will involve examination of a variety of learning situations which deal with interactions in common social situations, as well as more esoteric relations.

With the change in orientation for this area from Asian Studies to International and Intercultural Education many projects are still in the provisional stage.

2.3.8.2 List of Projects

A. Major Projects

- Japanese Language Project
- Pacific Circle Project
- ASCC Travel Grants Scheme

B. Minor Projects

- Indian Ocean Studies Ideas Manual
- Pacific Ocean Studies Ideas Manual
- ASCC-Qantas Teaching Resources Program
- Universal Declaration of Human Rights Kit

A. Major Projects

Ideas Manuals are being developed in *Indian Ocean Studies* and *Pacific Ocean Studies*. These publications should be available in late 1978-early 1979.

Qantas is continuing to work with the Centre in the development of the *ASCC Qantas Teaching Resources Program*. During the triennium materials will be developed on the 'Children of Asia' and 'Religion in Asia' to continue the 'Family' theme.

The Centre has been funded by the Department of Foreign Affairs to develop materials for mid-secondary students for the thirtieth anniversary of the *Universal Declaration of Human Rights* (1978). These materials should be available in late 1978.

B. Minor Projects

The *Japanese Language Project* is developing student and teacher materials at five levels. Associated with the development program is a substantial dissemination program relating to both materials and methodology. The materials are being used in Australia and New Zealand and are progressively becoming available.

The *Pacific Circle Project* is a co-operative development by curriculum and research agencies in five OECD countries in the Pacific region, i.e. Australia, Canada, Japan, New Zealand and the United States. It aims to trial the Circle concept through a curriculum materials and process development project on the theme of 'cultural interaction between and amongst nations and peoples of the Pacific'. A Project Officer and a Research Officer have been appointed by the N.S.W. Department of Education, who are hosting the project jointly with the Centre.

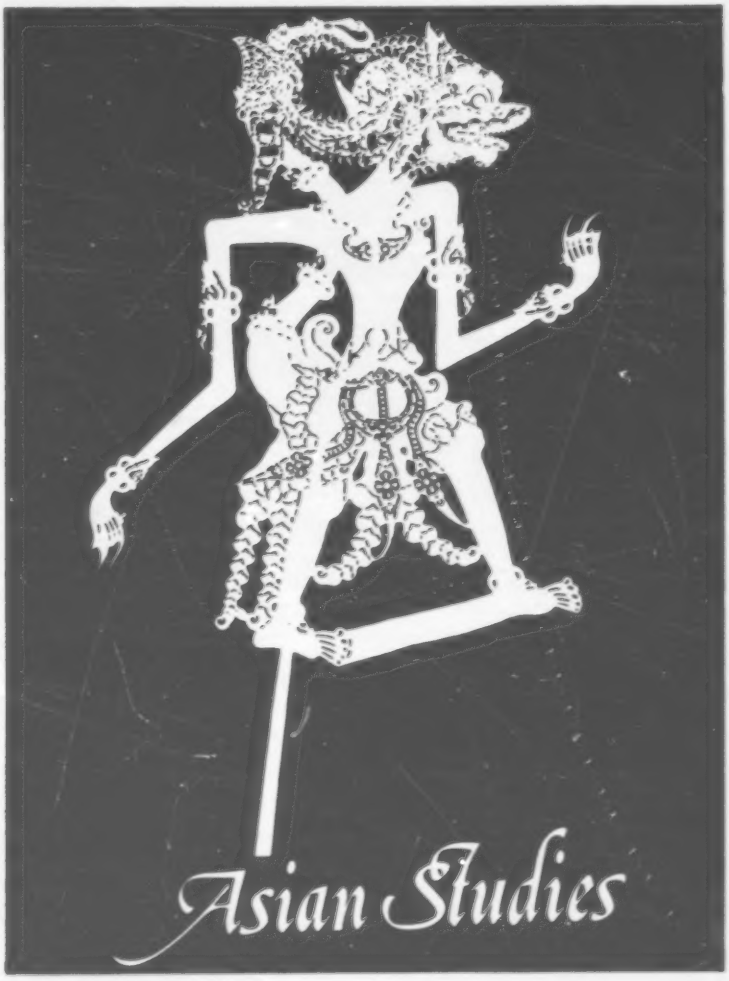
The *ASCC Travel Grants Scheme* will cease at the end of June 1978 with the winding up of the Committee.

C. Provisional Projects

The Centre is considering preliminary proposals for work in the following areas:

- Arabic Language and Culture Project
- Chinese Language Project
- World Studies
- European Studies
- Programs for UNESCO International Years e.g. 1979 'Year of the Child'
- Investigation of curriculum programs in 'third world' development issues

The Centre has a Co-ordinator of International and Intercultural Education. An Advisory Panel will be established to commence work after the Asian Studies Co-ordinating Committee is formally terminated in June 1978.



2.3.8.3 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
INTERNATIONAL AND INTERCULTURAL EDUCATION

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Major Projects							
1.	Japanese Language Project		25,000	14,500	14,500	5,000	5,000	64,000
2.	Pacific Circle Project	23,759	20,000	20,000	22,000	22,000	22,000	129,759
3.	ASCC Study Grants Scheme	34,000	2,000	2,000	1,000			55,000
	Minor Projects							
4.	Indian Ocean Studies Ideas Manual	3,300	4,000	3,000	5,000			15,300
5.	Pacific Ocean Studies Ideas Manual		15,000	4,000	5,000			24,000
6.	ASCC – Qantas Teaching Resources Program		6,500	6,500	5,000	5,000		23,000
7.	Universal Declaration of Human Rights Kit	–	–	–	–	– –		–
8.	S.E. Asia Primary Kit	2,500						2,500
	Provisional Projects	3,000	20,000	20,000	50,000	50,000	50,000	193,000
SUB-TOTAL		66,559	92,500	70,000	102,500	82,000	77,000	490,559
PROJECT MANAGEMENT (incl. Advisory Panel)		4,000	6,500	5,500	6,000	5,000	5,000	32,000
TOTAL		70,559	99,000	75,500	108,500	87,000	82,000	522,559
STAFFING	a) Centre b) Seconded	2	2	2	2	2	2	

2.3.9 Science, Mathematics and Technology Education

2.3.9.1 Rationale and General Description

The Centre has clear and substantial commitments to this sub-program through a number of current and recently completed projects (see Appendix A.). The decisions to give priority to the core curriculum and the pilot program in education for a multicultural society also have implications for further work in science and mathematics as for other specific subject areas. Ongoing commitments to materials development projects will require future programs in teacher education and other forms of dissemination and implementation which will include several agencies in addition to the CDC.

The reports of the Mathematics Study Group and the National Working Party on Primary Science have guided the Centre in planning and development of these areas. The pending report of the Education Through Technology Project can be expected to lead to further development.

Whilst not rejecting a skills focus, the Mathematics Study Group argued for curriculum development projects to be clearly related to broad educational aims. The following needs have been identified by the group:

- relating mathematics to the child's work, seeking realistic applications at all levels
- integrating mathematics and other subject areas
- producing materials both for less able students and for the mathematically gifted
- designing courses relating to computing and other aspects of technology
- fostering positive attitudes towards mathematics
- increasing teacher confidence, motivation and competence
- improving assessment and research services, in particular those relating to the disadvantaged child

The CDC sponsored National Working Party on Primary School Science recommended that the CDC:

- consider ways and means of assisting teachers to develop, adapt or choose curriculum materials suitable to their particular needs
- provide the resources and funds to co-ordinate appropriate local personnel in the modification, adaptation and/or augmenting of selected curriculum materials in their trialling
- advise on the compilation and preparation of in-service materials to assist teachers in developing, adapting or choosing curricula

There is a growing interest nationally in the introduction and/or extension of science into the primary school curriculum. In the past, elementary science, where it has been taught, has tended to concentrate on natural science. Present initiatives include thematic or process-oriented programs. Little of this type of material relevant to Australian conditions is available and the Centre aims to produce some starting in 1979-1980.

At the senior levels, the science and mathematics needs of the large number of students continuing their formal education will have to be assessed. At present, little development is occurring in this area and the Centre will give consideration to the funding of co-operative developments or adaptations of appropriate materials developed overseas.

The proposed Australian Mathematics Curriculum project (see below) could give further direction to curriculum initiatives in mathematics. Though limited to the age range eleven-fourteen years, this project aims to stimulate developments both at the senior and primary levels of schooling. One program under consideration is the broadening of the present Mathshop project to provide for teacher development at all levels of teaching. Such an extension is, however, beyond the Centre's resources and would need to be undertaken in association with other bodies.

The development of terminal courses for senior students and elementary science programs will necessitate programs similar to the already funded science teacher development program at the lower secondary level, and will require the active participation of authorities directly responsible for teacher education.

Although there are only three major projects in this area at present, much development is planned on the basis of the reports mentioned above.

2.3.9.2 List of Projects

Major Projects

- Science Teacher Education
- Agricultural Science Materials Project (N.S.W.)
- Mathshop

The *Science Teacher Education Project* (formerly called the ASEP Teacher Education Package Project) is developing teacher in-service workshop materials to assist in the teaching of lower secondary science programs, particularly those built around the use of modular, self-pacing materials. It is expected that the project will develop four workshop modules:

- program planning
- classroom management
- the role of the teacher
- assessment

Illustration from Agricultural Science Materials Project (N.S.W.)

These materials will be available in trial form in 1979. Following a one year trial the modules are expected to be published by the Centre.

The *Agricultural Science Materials Project (N.S.W.)* began in 1976 and is being jointly funded by the Centre and theN.S.W. Education Department. The project is developing resource materials related to broad areas of study applicable to the agricultural science course in N.S.W. High Schools in years 7-10. The materials aim to provide teachers with stimulus material, resource information and research material, and suggested activities for a wide range of student abilities. Published material should be available in late 1978.

The *Mathshop Project* is developing materials for in-service and pre-service education of teachers of primary mathematics. These materials are expected to assist teachers in developing skills in:

- selecting materials for use in classrooms
- using new materials and methodologies effectively
- organising and managing classrooms and materials
- monitoring, assessing and reporting student progress
- developing mathematics programs appropriate for particular groups of students
- catering for special needs
- integrating mathematics with other areas

It is expected that the Mathshop will be used in a variety of workshop situations in which the teacher will be an active participant in both group and individual learning activities. It is anticipated that materials will be available in trial form by 1979 and after a one year trial will be published by the Centre.

Provisional Projects

Major project developments, for which proposals for consideration by Council have not yet been prepared, are possible in a number of areas as a result of recommendations from CDC funded Study Groups, Seminars and Projects. These include:

- support for the development of materials for students and teachers in upper primary-lower secondary schools (interface), for mathematically less able students in Years 11 and 12 (using a thematic approach) and materials relating to the use of calculators and computers as aids to the learning of mathematics. (Australian Mathematics Curriculum Project)
- the development of primary science materials
- redevelopment of the Australian Science Education Project

The Centre has a Co-ordinator for this area. An Advisory Panel will be established during 1978.

2.3.9.3 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
SCIENCE, MATHEMATICS AND TECHNOLOGY EDUCATION

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Major Projects							
1.	Mathshop	12,000	12,000					24,000
2.	Science Teacher Education	8,000	16,000					24,000
3.	Agricultural Science Materials (NSW)	–	–	–	–	–	–	–
	Provisional Projects		15,000	40,000	80,000	80,000	80,000	295,000
SUB-TOTAL		20,000	43,000	40,000	80,000	80,000	80,000	343,000
PROJECT MANAGEMENT (incl. Advisory Panel)		3,000	4,500	4,000	6,000	6,000	6,000	29,500
TOTAL		23,000	47,500	44,000	86,000	86,000	86,000	372,500
STAFFING	a) Centre	1	1	1	1	1	1	
	b) Seconded	2	2					

2.3.10 Special Education

2.3.10.1 Rationale and General Description

This program will be directed towards the needs of the emotionally, socially, physically and intellectually handicapped. Many possibilities exist for work in this area and the CDC plans initially to commission a project to be undertaken at a tertiary institution.

The initial phase of the proposed project will be to examine basic curriculum issues in special education and the needs of students and teachers. Ways in which those needs could be met and work which could be usefully undertaken by the project will be identified. Outcomes of the project are expected to include position papers, documentation and evaluation of a variety of approaches to the education of the handicapped, and curriculum materials.

Staff of the institution will be asked to plan the project in consultation with people involved in special education elsewhere and CDC staff.

The Centre has no co-ordinator for this area; there are no plans at present for establishing an Advisory Panel. Without the provision of additional resources it will be possible only to undertake an externally mounted project on a limited scale.

□ □ □ □ □ □ □

2.3.11 Other Projects

2.3.11.1 List of Projects

There are two funded projects not encompassed by the development areas described in the preceding sections. These are listed in this section.

The *Urban Education Awareness and Simulation Materials Project* involves the development, trialling and evaluation of materials for the pre- and in-service education of teachers. The materials will be in the form of a multi-media package of resources and will be produced with the co-operation of the N.S.W. Department of Education and the University of Sydney.

The project in *Structured Experiences for Use in the Classroom* aims to develop resources and materials related to the organisation of the learning environment in classrooms.

Materials from both projects will be available in the latter part of the triennium.

2.3.10.2 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
SPECIAL EDUCATION

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Provisional Projects		4,000		30,000	30,000	30,000	94,000
SUB-TOTAL			4,000		30,000	30,000	30,000	94,000
PROJECT MANAGEMENT (incl. Advisory Panel)			200		1,500	1,500	1,500	4,700
TOTAL			4,200		31,500	31,500	31,500	98,700
STAFFING	a) Centre b) Seconded							

□ □ □ □ □ □ □

2.3.11.2 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
OTHER PROJECTS

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
1.	Urban Awareness and Simulation Materials	6,000						6,000
2.	Structured Experiences for Use in the Classroom	3,588	10,700	9,500				23,788
SUB-TOTAL		9,588	10,700	9,500				29,788
PROJECT MANAGEMENT (incl. Advisory Panel)			500	500				1,000
TOTAL		9,588	11,200	10,000				30,788
STAFFING	a) Centre b) Seconded							

2.4 PUBLICATIONS

2.4.1 Nature and Sources of Publications

Publications may be in several forms – books and other print materials, films, tapes, etc. They fall into two broad categories: materials for students; and newsletters, reports, papers, monographs, etc. for teachers and educationists generally. In addition, the Centre has under consideration publications for parents and the public.

With the first of the major funded projects now reaching completion the Centre's publications will, in future, comprise a much greater proportion of project activity and outcomes. Some projects result in reports, others in materials. Some reports will contain recommendations for further funding and the development of materials. The CDC may fund such further developments or it will publish reports in order that these recommendations are available for consideration by other agencies such as commercial publishers or education bodies. For some funded projects, the CDC may publish both reports and materials. Many of the titles on the list below have not been submitted for funding by Council and should be treated as provisional at this stage.

The initiation of the trials of the Curriculum Information Service (CIS) will result in a number of standard format documents and other materials which will require printing and distribution. For the purposes of this report these are not designated publications.

Studies and inquiries programs will result in monographs and serials, some of which will be written by CDC staff, and some by commissioned authors. The import of this program will be felt most substantially from 1978 onwards.

The reports and recommendations of the study groups will result in two quite separate stages of publication. First will come the study group reports: the CDC will be publishing these in one form or another. Second, it is expected that most groups will suggest materials development programs.

Many of the publications envisaged in the triennium derive from the programs of the three national committees.

Further, it can be anticipated that the Centre's publishing program will include materials and project evaluation studies.

Apart from those funded projects which began as requests to the Centre for funds, and will ultimately result in some form of publication, the Centre has received a number of requests from outside agencies to publish materials which have already been developed to publication stage. It is expected that such requests will multiply as the CDC's publication activity increases. However, while the CDC will need to provide a fair assessment of each of these proposals, it may not be possible to respond positively to more than a very small number of them, due to heavy internal commitments.

In making any decisions to proceed to publish such materials the Centre would take into account:

- the degree to which the project corresponds with the CDC's current priority areas for support and development
- the relationship between the CDC and the proposing body
- the reports and deliberations of the study group, where proposals fall within their area
- considerations of quality, innovativeness, authority
- need for publications of that type, etc.

A number of considerations will be taken into account in implementing the Centre's publishing program:

- CDC priorities for areas of support
- CDC commitments
- titles which can be published commercially, much in the way that the SEMP project is being handled
- possible agency arrangements for warehousing and distribution of titles published by the CDC
- the availability of outside publishing support services — editing, artwork and design, typesetting and printing, distribution
- staff and other resources

Due to the tentative nature of some parts of the Centre's publishing program at this stage, and the need to undertake further assessment of publishing options, it is not

Curriculum Development Centre NEWS 4

CONSUMER EDUCATION

The CDC and the Department of Business and Consumer Affairs are funding a study group in Consumer Education.

In April last year, the Minister for Business and Consumer Affairs, the Honourable J. Howard, wrote to the Minister of Education, Senator the Honourable J. L. Carrick, outlining the agreement for a jointly sponsored task force with the purposes of:

overviewing and analysing the present situation with regard to consumer education at primary, secondary and tertiary levels and the provision of adult education courses in Australia;

making specific recommendations on action which should be taken particularly at Commonwealth level 'to remedy existing gaps and deficiencies', to ensure that appropriate curriculum material, aids, etc. are available.

The study group, chaired by Professor Peter Musgrave, Dean of Education at Monash University, was formed shortly afterwards with the following terms of reference:

To examine a selection of course and other materials available within its area of interest.

To prepare a critique of these materials, suggesting possible modifications or alternatives.

To indicate research and development priorities in this area.

To prepare proposals for practical initiatives, both for the CDC and for other agencies.

To examine the requirements for information exchange.

To prepare a report or reports summarising its work and specifying the kind of action that the Centre and other bodies might undertake or support.

Members of the study group are:

Mr P. Day, Vaucluse Boys High School, N.S.W.; Mrs J. Kay, Principal Education Officer, Education Department, S.A.; Mr M. Leonard, Blackfriars Priory School, S.A.; Mr P. Maccoll, Curriculum Officer, Department of Education, Qld; Mr R. McLean, Lecturer in Education, University of Tasmania, Tas.; Mr R. James, Department of Business & Consumer Affairs, A.C.T.; Mr M. Sherry, Lecturer in Education, S.C.V. Hawthorn, Vic.; Ms V. Waddingham, A/g. Superintendent Business Studies, Department of Education, W.A.; Ms H. Wellings, Extension Services Officer, Department of Consumer Affairs, N.S.W.; Mr J. McArthur, Co-ordinator, Social and Cultural Education, (Convenor) Curriculum Development Centre, Canberra.

The group held its first meeting in November and is to meet several times during the next six months, after which it is to issue a report on its findings.

The perspective which the group is working on can be stated as follows:

Consumer Education covers the concepts, knowledge and skills relating to the role of the consumer in contemporary Australia so that consumers may exercise their role in a critical spirit.

The central behaviour of consumers concerns both purchases with cash and by credit and also collective expenditure through, for example, the federal or State governments, or through local municipalities.

The key concepts that are essential to playing this role are the realisation that all citizens are consumers, a sceptical approach to acts of consumption, and the belief that consumers have both rights and responsibilities.

The group is seeking from State Departments of Education, Catholic Education Offices, Independent schools, teacher training institutions, adult education offices and other interested people answers to these questions:

What courses are available which may constitute Consumer Education in both primary and secondary schools throughout Australia? These may be specific courses and/or topics within courses.

Can they give an outline of each in terms of content, skills and concepts? Which students take each course?

This information is of importance for the report and the group is asking for co-operation from those interested. Submissions can be made to Mr John McArthur, Convenor, Study Group on Consumer Education, P.O. Box 632, MANUKA, A.C.T. 2603.

PUBLISHING PROGRAM 1978-1980

NO.	TITLE	LIKELY PUBLICATION DATE					
		1978		1979		1980	
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July Dec
	2.3.1 **ABORIGINAL EDUCATION**						
1.	English Language Materials						
2.	Aboriginal Culture Materials						
3.	The Aboriginal Australian in N.E. Arnhem Land						
4.	Manual of Activities – Ideas for Teachers in Aboriginal Schools						
5.	English and Aboriginal Child						
6.	From Earlier Fleets						
	2.3.2 **ARTS EDUCATION**						
1.	Multi arts project						
2.	Media Discrimination and Awareness						
3.	Media in-service education						
4.	Music Book Assessment						
5.	Music Education						
	2.3.3 **CAREER EDUCATION**						
	2.3.4 **COMMUNICATIONS IN ENGLISH LANGUAGE AND VISUAL LEARNING**						
1.	Language Development						
2.	Visual Learning Project						
3.	Teacher Education Project						
4.	Role of Language in Learning						
5.	Talking Books Study						
6.	Oracy/Reading Survey						
7.	Film Productions						
8.	Occasional Papers						
	2.3.5 **CULTURAL AND SOCIAL EDUCATION**						
1.	Social Education Materials Project						
2.	High School Law Education						
3.	Multi-cultural Education Project						
4.	NCSST Small Scale Grants						
5.	Religious Education						
6.	Skills Development						

PUBLISHING PROGRAM 1978-1980

NO.	TITLE	LIKELY PUBLICATION DATE					
		1978		1979		1980	
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July Dec
7.	Consumer Education		■				
8.	Concept Formation	■					
9.	Re-development of Non-Sexist Materials	■	■				
10.	History Curriculum Project	■					■
11.	Study of Society	■	■	■	■	■	■
	2.3.6 **ENVIRONMENTAL EDUCATION**						
1.	Environmental Education Resources Project			■	■		
2.	Investigating the National Estate			■	■	■	
3.	Environmental Education Project		■	■	■	■	
	2.3.7 **HEALTH, PHYSICAL & RECREATION EDUCATION**						
	2.3.8 **INTERNATIONAL AND INTER-CULTURAL EDUCATION**						
1.	Japanese Language Project	■	■	■	■		
2.	Pacific Circle Project – Publications		■	■	■	■	■
3.	**Asian Studies Curriculum Development Awards Scheme.** Follow up program of reports and materials outcomes			■	■	■	
4.	Indian Ocean Studies Ideas Manual	■	■				
5.	South Pacific Studies Ideas Manual	■	■				
6.	Participation in UNESCO, 1978 'International Human Rights Year'. Materials/Kit		■				
	2.3.9 **SCIENCE AND MATHS EDUCATION**						
1.	Agricultural Science Materials N.S.W.		■	■			
2.	Mathshop		■	■	■		
3.	Science Teacher Education		■	■			
	2.3.10 **SPECIAL EDUCATION**						
	2.3.11 **OTHER PROJECTS**						
1.	Urban Awareness and Simulation Materials			■			
2.	Structured Experiences for Use in the Classroom				■		

PUBLISHING PROGRAM 1978-1980

NO.	TITLE	LIKELY PUBLICATION DATE					
		1978		1979		1980	
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July Dec
	2.3.12 **GENERAL PUBLICATIONS**						
1.	Annual Reports	■	■		■		■
2	CDC News	■	■	■	■	■	■
3	'Goose Chase'	■	■				
4	Electoral Education Project		■				
5	Education and the Human Environment	■					
6	Science Teaching Handbook		■				
7	Fleurieu Peninsula		■				
8	Curriculum Evaluation Study Group Report	■					
9	Triennial Program	■		■		■	
10	Other General Publications		■	■	■	■	■
11	Dissemination and Publicity	■	■	■	■	■	■

GENERAL ADMINISTRATIVE SERVICES AND COSTS: STAFFING

3.1 ADMINISTRATIVE SERVICES

The sub-programs described in Section 2 require the following administrative services:

- programming — in the sense of sub-program/project resource allocations and control
- project support, i.e. general clerical assistance, minute secretaries, research assistants, etc.
- typing, copying and printing facilities
- technical assistance for audio aids
- registry, travel/transport
- accounting
- accommodation and building services
- warehousing, receiving, packing and despatch of publications and information
- systems analyses and design
- communications — postage, telephone, etc

At the present the Centre has some fourteen staff engaged in the provision of these services and servicing the Council. The secondment of staff from other systems will lead to a requirement for additional personnel as their requirements will add to the administrative workload.

3.2 ADMINISTRATIVE COSTS

Projected administrative costs, at current prices, are set out in the table following this section of the report.

3.3 STAFFING

The Centre's staff can be divided into the following categories:

- directorate staff
- administrative support staff
- centre sub-program and project staff
- seconded sub-program and project staff

Staff in the first three categories will be employed under the Public Service Act with salaries paid by the Centre and will be subject to staff ceiling control. Staff in the last category will be employed under the terms and conditions of service of their parent organisations and salaries will be paid by those organisations or from the Centre's sub-program/project funds. In accordance with the spirit of Cabinet's directive, a balance will be maintained between salary-paid and salary-free secondments

Support staff will be allocated to sub-program areas on a needs basis.

The following table gives projections of staffing requirements in the above categories over the triennium.

CATEGORY	1978		1979		1980	
	Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec
Directorate [1]	2(1)	4(1)	4(1)	4(1)	4(1)	4(1)
Admin./Support Staff	10(4)	11(4)	11(4)	12(4)	12(4)	12(4)
Centre Sub-Program/ Project Staff	24(2)	25(2)	26(2)	26(2)	27(2)	29(2)
SUB-TOTAL	36(7)	40(7)	41(7)	42(7)	43(7)	45(7)
Seconded [2] Sub-Program/Project Staff	37	38	40	40	42	42
TOTAL	73(7)[3]	78(7)	81(7)	82(7)	83(7)	87(7)

NOTES 1. Includes Director, Deputy Director, Secretarial Support and Research Assistant.

2. Includes staff working at Centre or located in systems and institutions working directly on Centre sub-programs or projects.

3. Figures in brackets represent part-time staff.

3.2 SUB-PROGRAM/PROJECT AREA

PROPOSED EXPENDITURE AND STAFFING
ADMINISTRATIVE COSTS

No.	Title of Project	1978		1979		1980		Total
		Jan-June	July-Dec	Jan-June	July-Dec	Jan-June	July-Dec	
	Salaries allowances Overtime (1)	276,150	315,100	319,100	327,100	331,100	340,000	1,908,550
	Allowances – Seconded Staff	2,500	2,500	2,500	3,000	3,000	4,000	17,500
	Equipment & Furniture	11,750	22,000	22,000	12,500	12,500	12,500	93,250
	Travel and subsistence	16,250	17,000	17,000	18,000	18,000	19,000	105,250
	Council Expenses	30,000	29,000	29,000	30,000	30,000	30,000	178,000
	National Committee Expenses (2)	22,500						22,500
	Postage and Telephones	20 000	30,000	31,500	21,500	21,500	22,500	147,000
	Building Maintenance & Services	2,500	4,300	4,300	4,300	4,300	4,300	24,000
	Rental & Alteration Leased Premises	8,000						8,000
	Data Processing	500						500
	Freight & Cartage	2,000	1,750	1,750	1,500	2,000	2,000	11,000
	General Expenses	5,000	4,500	4,500	5,000	5,000	5,500	29,500
	Office Requisites	10,000	8,000	7,500	8,000	8,000	8,500	50,000
	Advertising		2,500	2,500	2,500	2,500	2,500	12,500
SUB-TOTAL								
PROJECT MANAGEMENT (incl. Advisory Panel)								
TOTAL		407,150	436,650	441,650	433,400	439,900	450,800	2,607,550
STAFFING	a) Centre	10(1)	11(1)	11(1)	12(1)	12(1)	12(1)	
	b) Seconded							

(1) Includes salaries of all Centre staff and Director
(2) National Committees Cease on 30.6.78 and will be replaced by Advisory Panels.
(3) Administrative staff only.

APPENDICES

APPENDIX A

Study Groups

The Minister for Education has approved the formation of study groups. Their role is to propose to Council research and development priorities for action. In the process of conducting their studies, they are reviewing and suggesting modifications and alternatives to existing course materials. Their brief also includes an examination of requirements for information exchange. Each group prepares a report proposing practical initiatives, both for the Centre and other agencies

Members of study groups are experts drawn from educational agencies throughout Australia, together with CDC staff. Each group meets several times to formulate its report. Some study groups are conducted within the Centre by CDC staff, drawing on outside expert advice where appropriate.

STUDY GROUP TOPICS

Curriculum Evaluation. The group concentrated on evaluation of aims, materials, processes and outcomes of schooling (including unanticipated outcomes). The report of the study group to the CDC Council covers a wide range of issues in curriculum evaluation with emphasis on school level evaluation by teachers. It has been published in the CDC Professional Series. Some of the recommendations of the study group are being implemented in the Curriculum Evaluation Project — Teachers as Evaluators. Further details of this project are given in 2.2 Studies and Inquiries.

Mathematics Education. The group looked at curriculum materials and projects for mathematics education throughout formal schooling years. In addition to surveying existing materials, the group analysed a number of proposals which were submitted to it. The group actively involved mathematics teachers and members of the Canberra Mathematical Association. Copies of the report of the study group to the CDC Council are available through the Curriculum Information Service. The area of mathematics is part of development area 2.3.9 Science, Mathematics and Technology.

Environmental Education. The group reconsidered the report of an earlier CDC Environmental Education Committee, elaborated statements on environmental education to guide schools and education bodies in Australia, identified contributions which will assist and strengthen present practice in environmental education, identified areas and aspects of the environmental situation that are not yet included in school environmental education programs and areas of education where environmental possibilities are not yet well established and recommended ways of achieving such establishment.

The report contained recommendations in six major areas and programs are now being implemented in accordance with these recommendations. Copies of the study group report are available from the Curriculum Information Service. Programs to develop some of the recommendations of the Study Group are described in 2.3.6 Environmental Education.

Expressive Arts. This group examined curriculum materials and programs in the expressive arts. It considered the information/communication needs of art teachers and

developers and the possible design of multi-arts curricula. It has reported to Council and a program based on its report and other sources is being implemented (see 2.3.2 Arts Education).

Education for a Multicultural Society. This group has surveyed the present situation in multicultural education and has made recommendations to the Centre on future programs in this area. These recommendations have been incorporated in the design of the pilot program in Education for a Multicultural Society which is part of 2.3.5 Cultural and Social Education.

Health Education. The group examined issues such as the need for an approach to health education, teacher education, implementation of health education programs, evaluation and research, and public relations and made recommendations for action in these areas. These recommendations are being assessed for possible action (see 2.3.7 Health, Physical and Recreation Education).

The Operational Curriculum. In looking at the curriculum at work, this group is considering such factors as how teachers make curriculum choices, the difference between intended and actual outcomes in implementing curriculum, and ways of assisting teachers in planning and developing school-based curriculum.

Support Systems for School-Based Curriculum Development. The work of this study group was commenced through a major conference on support structures for curriculum development run by the Centre. The conference rapporteurs have prepared a report which will incorporate major papers and recommendations from the OECD/Australian Conference on Curriculum Development Styles and Structures for Australia which was jointly sponsored by the CDC and OECD in 1975. The report is expected to be published in the CDC Professional Series during 1978.

An analysis of workshop reports for the 1975 Conference revealed the need for further work by the study group in the following areas:

- the scope and limits of school-based curriculum development
- what constitutes the resourceful teacher
- organisations and administrative structures to develop and facilitate a resourceful teacher
- role definitions (for individuals and agencies providing support)
- recommendations for projects, e.g., teacher development materials

The study group has recommended that practical, multi-media teacher and community education materials be developed for use in 'in school' or local workshop situations (see Section 2.1.2.2 for further details).

Mode of Operation and Feasibility of CDC Information Service. This group considered the information needs of curriculum developers, the extent to which these are met by existing information services in Australia, the ways in which the Centre can meet revealed needs, and the most practical methods of developing information systems. This group reported to Council in August 1976. It has continued to meet regularly to advise on the implementation of the Curriculum Information Service. This study group is to be replaced by an Advisory Panel during 1978. The Curriculum Information Service programs are described in Section 2.1.2.3.

Consumer Education. This study group is jointly funded with the Commonwealth Department of Business and Consumer Affairs. Its purposes are to overview and analyse the present situation in consumer education and to make specific recommendations for action. The group has met and will continue to work throughout 1978.

Core Curriculum and Values Education. With the support of the various systems of education in Australia, a program of work to consider the concept and application of core curriculum is being undertaken.

Various elements of the program are being focused through the establishment of a national working party whose main task will be to consider the alternative formulations of core curriculum and its functions, to propose or examine studies of the ways in which these functions are currently fulfilled in Australian schools, and to analyse ways and means of developing possible core curriculum guidelines and examplars. In addition some commissioned studies, including a review of documented work and case study descriptions drawn from selected Australian schools, are being undertaken. Members of the working party will have access to these studies and will be given considerable opportunity and support to undertake the task in the way they decide as being most appropriate.

APPENDIX B

Projects funded by the Centre up to 31 December 1977

Development Sub-program

Project/Program Title	Grantee	$
Aboriginal Culture Material	In-house Project	125,000
The Aboriginal Australian in North-East Arnhem Land	Evatt Primary School Board and the Canberra CAE	27,000
Aboriginal Studies Bibliography	Australian Institute of Aboriginal Studies	65,000
Agricultural & Environmental Science	Victorian Universities & Schools Examination Board	30,000
Agricultural Science Materials for N.S.W.	N.S.W. Agricultural Science Teachers Association	35,000
ASEP Evaluation	Australian Council for Educational Research	50,000
ASEP Implementation Study	Monash University School of Education	2,260
ASEP Processes	Macquarie University	8,778
ASEP Review of Research	Macquarie University	958
ASEP Teacher Education	In-house Project	21,500
Assessment of Books and Materials for Music Teaching	N.S.W. Conservatorium of Music	1,000
Australian Mathematics Curriculum — Planning Stage	Australian Association of Mathematics Teachers	7,000
Catalogue of Audio-Visual Materials for the teaching of music	Nursery School Teachers College	4,935
Commercial and Legal Studies	Victorian Commercial Teachers Association	6,325

Community Languages: Italian 1-4	S.A. Education Department	22,050
Core Curriculum and Values Education Case Studies	Monash University Murdoch University Victorian Education Dept	15,000
Core Curriculum Literature Review	La Trobe University	9,000
Core Curriculum and Values Education — Relationship	Kelvin Grove CAE	3,000
Conference Materials for the Avoidance of Sex Bias	Money made available from the National Advisory Committee for International Women's Year	20,000
Educational Resources of the Fleurieu Penninsula	S.A. Council for Educational Planning & Research	10,500
Educational Resource Material on Australian Women (known as 'Goose Chase')	Sydney Women in Education Group	1,000
Education Through Technology	Aust. Council for Education through Technology	15,578
English and the Aboriginal Child	University of W.A.	22,515
English Language Materials for Aboriginals	In-house Project	160,000
Environmental Education Survey	In-house Project	6,000
Environmental Education Resources	S.A. Council for Educational Planning and Research	15,375
Evaluation of Language Development Project	Macquarie University	1,360
Evaluation of Co-operative Model of Curriculum Development	Murdoch University	19,293
Geogsearch	Australian Geography Teachers Association	10,000
Habitat: Human Settlements for the Future	Money made available by Dept of Environment, Housing & Community Development	25,000

High School Law Education	Law Foundation of N.S.W.	52,500
History of National Committees	Gippsland CAE	12,950
In-Service Education and Training of Teachers in Australia	In-house Project	nil
Investigating the National Estate	In-house Project (additional funds to be made available by Australian Heritage Commission)	2,000
Language Development	In-house Project	35,000
Manual of Activities & Ideas for Teachers Working in Aboriginal Schools	Queensland Education Department	7,000
Mass Media Awareness and Discrimination	S.A. Educational Technology Centre	4,400
Mass Media Education	N.S.W. Catholic Education Office	1,800
Mathshop	In-house Project	78,900
Multi-media Kit on Australian Aborigines	Victorian Museum/Victorian Education Department	3,500
National Child Art Display	Victorian Art Teachers Assoc.	15,000
National Seminar on Career Education	A.C.T. Career Education Assoc.	5,000
Pacific Circle	N.S.W. Dept of Education	65,730
Physical Education, Health and Recreation — Planning Stage	Aust. Council for Health, Physical Education and Recreation	7,000
Physical Science	Victorian Universities and Schools Examination Board	30,000
Primary School Science Curricula Survey	Christ College, Victoria	2,000
Re-educating a generation: Guidelines for the Avoidance of Sex Bias in Educational Materials and Media	National Advisory Committee for International Women's Year	12,000

Religious Education	In-house Project	30,000
Role of Language in Learning — Working Party	In-house Project	11,000
Secondary History Curriculum	Victorian Education Dept	11,000
Slide Set on the History of Ballarat	Ballarat Teachers' Centre	1,000
Social Education Materials Project (SEMP)	In-house Project. Undertaken in association with all State Depts of Education, the Headmaster's Conference of N.S.W. and several commercial publishers	1,002,000
Social Science Curriculum Project	Christian Brothers Primary School	5,025
Structural Experiences for Use in the Classroom	Canberra CAE	30,972
Support System for School-Based Curriculum Development and Evaluation	University of New England	20,405
Survey of Secondary Education in Tasmania	Education Dept Tasmania	5,500
Talking Books Study	Science Teachers Association of Victoria	3,536
Teachers as Evaluators	Canberra CAE (additional funds to be provided by ERDC)	62,073
Urban Education Awareness and Simulation Materials Project	University of Sydney	12,250
Visual Education Curriculum	Salisbury CAE	182,482
Visual Learning at the Primary Level	La Trobe University	18,000
'What's News' Film	Michael Daly	1,518

"END OF DOCUMENT"